

AGENDA

**Monday, February 11, 2008
1:00 p.m.**

Room 433, Blatt Building

- | | | |
|------|---|------------------------------|
| I. | Welcome and Introductions | Mr. Harold Stowe |
| II. | Minutes of the December 10 meeting | Mr. Harold Stowe |
| III. | Subcommittee Reports | |
| | A. Academic Standards and Assessments | Mr. Thomas DeLoach |
| | 1. Action: US History End-of-Course Examination | |
| | 2. Action: SC-Alternate Test | |
| | 3. Information: Summary Studies on Accountability System | |
| | 4. Information: Timeline for PACT Replacement | |
| | B. EIA and Improvement Mechanisms | |
| | No Report | Harold C. Stowe
CHAIRMAN |
| | C. Public Awareness | Mr. Michael Brennan |
| | 1. Action: SC Literacy Champions | Alex Martin
VICE CHAIRMAN |
| | 2. Action: "Be There" Pilot | Michael R. Brennan |
| | 3. Information: Web Search Capacity | Bill Cotty |
| IV. | Administrative Issues | Mr. Alex Martin |
| | 1. Election of the Chairman and Vice-Chairman | Robert C. Daniel |
| | (Note: Statutory Requirements provide that the chair must be a | Thomas O. DeLoach |
| | business appointee and the vice-chair must be an educator.) | Dennis Drew |
| | 2. February 1 Report | Mike Fair |
| V. | Report on the Evaluation of the Child Development Education Program Pilot | Barbara B. Hairfield |
| | Mr. David Potter | Robert W. Hayes, Jr. |
| | | Buffy Murphy |
| VI. | Informational Report on National Board Certification | Joseph H. Neal |
| | Dr. Paul Horne | Jim Rex |
| VII. | Special Discussion: Performance Pay for Teachers | Dr. Jim Rex |
| | | Neil C. Robinson, Jr. |
| | | Robert E. Walker |
| | | Kent M. Williams |
| | | Kristi V. Woodall |

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Minutes of the Meeting
December 10, 2007

Members present: Mr. Stowe, Mr. Martin, Mr. Brennan, Rep. Cotty, Mr. Daniel, Mr. DeLoach, Mr. Drew, Senator Fair, Mrs. Hairfield, Senator Hayes, Superintendent Rex, Mr. Robinson, Rep. Walker, Dr. Woodall

I. Welcome and Introductions

Mr. Stowe welcomed members and guests to the meeting. He asked that EOC members sit at the reserved seat at each table for the luncheon and facilitate conversations among table occupants.

II. Minutes of the October 8, 2007 meeting

The minutes were approved as distributed.

III. Subcommittee Reports

A. Academic Standards and Assessments

There was no report.

B. EIA and Improvement Mechanisms

Mr. Daniel reported on behalf of the subcommittee.

4. Action: FY2008-2009 EIA and EAA Budget Recommendations: Mr. Daniel outlined the discussion and recommendations regarding the distribution of available revenues, noting changes in projections from the current to the subsequent fiscal years. He also drew members' attention to the provisos related to the funding recommendations.

Senator Fair raised questions about the roll-up of funds to focus on reading, asking that attention to efforts with families not be compromised.

A number of members questioned the utility of the national board certification supplement. Mr. Daniel responded that the subcommittee had considered several options, including sun setting the program. Some asked for a definitive study on the relationship between performance and the certification. Others suggested that similar questions could be raised about the higher salary levels for individuals holding masters or doctoral degrees. Mr. Daniel indicated that the subcommittee had recommended funds to CERRA for a study of achievement and certification. Dr. Sawyer spoke on behalf of CERRA and expressed concerns that the agency could not provide the data in a timely fashion. Members suggested that we talk with Dr. Traci Young Cooper who conducted her doctoral research in this area. Rep. Cotty raised three issues: (1) does the certification have value; (2) should we continue the supplement as teachers renew the ten-year certificate; and (3) on what schedule should the state discontinue a ten-year commitment?

The members expressed concerns about the supplement, its impact on compensation for all students and agreed to support the continuation for another year. The staff is to provide detailed information in January which would examine the relationship of the certification to school ratings.

With respect to technical assistance, members expressed concern over the decline in school performance and the likelihood of improvement. One member asked if the system of technical assistance funding rewarded failure.

Mr. Robinson proposed language to expand the proviso requesting information on students with disabilities to include the qualifications of their teachers. This was adopted.

Funding for the Public Choice Innovation Schools was increased by \$1 million in anticipation of greater engagement in the program.

The subcommittee recommendations were approved by a 9-4 vote.

1. Information: Update on the Funding Model

Mr. Daniel reviewed the annual update to the funding model noting the similarity of projections of a base student costs using four classifications of districts.

2. Information: Report on the Retraining Grant Program

Mr. Daniel drew members' attention to the report included in their packet. He reminded them that this is the last separate report on the program as the program has been absorbed within the broader technical assistance program and is to be evaluated within evaluations of professional development and/or technical assistance generally.

3. Information: Research Design for the Palmetto Priority Schools Project

Mr. Daniel reviewed the design. Members expressed support for the deeper study of issues impacting school performance.

C. Public Awareness

There was no report.

IV. Fifth EOC Objective

Mr. Stowe outlined the fifth objective for the year to focus on urgency for change and innovation. The objective was adopted without objection.

Mr. Stowe asked Dr. Anderson to provide an update on the Public Choice Innovation Schools. She indicated that five full awards and one partial award would be announced at the December 12 State Board of Education meeting.

The meeting adjourned at 12:40 p.m. Members attended the "Where Are We Now" luncheon following the meeting.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments

Date: February 11, 2008

REPORT/RECOMMENDATION

Response by the South Carolina Department of Education to Review of the U.S. History and the Constitution End of Course Field Test

At its January 22 meeting the Academic Standards and Assessments Subcommittee made the following recommendation: Defer approval action for the U.S. History and the Constitution End of Course test until student performance data for 2007-2008 and final teacher support materials can be reviewed during Summer 2008. Continue the administration during the 2007-2008 school year of the U.S. History and the Constitution End of Course test as a field test.

PURPOSE/AUTHORITY

Section 59-18-320. (A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of benchmark courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

Section 59-18-320 (C). After review and approval by the Education Oversight Committee, the end of course assessments of benchmark courses will be administered to all public school students as they complete each benchmark course.

CRITICAL FACTS

The U.S. History and the Constitution end of course field test was administered Spring 2006. The assessment was reviewed by the EOC and recommendations were adopted and forwarded to the South Carolina Department of Education (SCDE) in October 2007. Recommendations regarding the test must be communicated to the SCDE, which must respond within one month; that response is attached. State assessments must be reviewed and approved by the Education Oversight Committee.

TIMELINE/REVIEW PROCESS

The U.S. History and the Constitution field test was reviewed by the EOC in December 2006 and recommended that the test continue as a field test and that teachers be surveyed regarding their coverage of the course standards in instruction. The survey results indicated that teachers did not have sufficient time to cover all the standards adequately and were not teaching all of the standards.

ECONOMIC IMPACT

Cost:

Fund/Source:

ACTION REQUEST

☒ For approval

☐ For information

ACTION TAKEN

☐ Approved

☐ Amended

☐ **Not Approved**

☐ **Action deferred (explain)**



South Carolina
Department of Education

Together, we can.

November 19, 2007

Dr. Jo Anne Anderson
Education Oversight Committee
Room 227, Blatt Building
Columbia, S C 29211

Dear Dr. Anderson:

On behalf of the South Carolina Department of Education (SCDE), I would like to thank the Education Oversight Committee (EOC) for its review of the End-of-Course United States History and the Constitution (USHC) test and the South Carolina Alternate Assessment (SC-Alt). The conduct of these reviews required a commitment by many educators in South Carolina, the staff of the Accountability Division, and the staff of the SCDE. I appreciate the dedication and time each of these individuals devoted.

The remainder of this letter addresses your recommendations.

The End-of-Course United States History and the Constitution test

Recommendation 1: The State Department of Education (SDE) should take actions to improve the alignment among the U.S. History and Constitution course standards, the instruction of those standards, and the End of Course test. Prior to EOC approval the SDE should provide evidence for the enactment of those actions to the EOC. The actions to improve the alignment may include, in addition to other possible activities:

- Examine the course standards and End of Course test to identify or affirm the essential content to be learned and tested;
- Complete the development of the Teacher's Guide, including guides for effectively pacing instruction, to the U.S. History and the Constitution course standards and End-of-Course test.

SCDE Response to Recommendation 1: Efforts to address the issue regarding the identification of essential content to be learned and tested is underway.

In October 2006, the EOC conducted an independent committee review of the EOCEP USHC test forms. The EOC report, dated December 11, 2006, stated that the EOCEP USHC test was "... well aligned with the academic standards, provides cognitive challenges at the levels specified in the

standards document, and addresses at least some of the social science literacy elements assessed earlier in the Palmetto Achievement Challenge

Tests (PACT) testing program as well as those associated specifically with high level learning activities." Therefore the SCDE will focus attention on producing an Enhanced Standards Support Document and assisting districts and schools in aligning instruction with the curriculum standards through a series of regional Standards Support Institutes and other professional development offerings.

In September 2007, the SCDE conducted a study of the USHC test results from 2006–07. The EOC staff and the subcommittee on Standards and Assessment requested to see the results of this study. Details of this study are included in this memo as Attachment A. The data show, not surprisingly, that students who indicated that they were enrolled in Advanced Placement and International Baccalaureate courses scored higher on the USHC test than students who coded that they were enrolled in United States History and the Constitution or college prep. A second comparison showed no significant difference in scores for students who were enrolled in year-long and semester-long courses. Additionally, rescaling the test after removing the final two standards (The Cold War and the Modern Era) made little appreciable difference in student scores.

Assistance for teachers in aligning the USHC curriculum and instructional practice continues to be a need articulated in many forms. The SCDE remains committed to meeting these needs and, in turn, those of South Carolina students. Continued staff development to districts and the completion of the Enhanced Standards Support Document will proceed as planned. In addition to the ten USHC items that were released as part of the USHC Teacher's Guide (one per standard), the Office of Assessment will release additional test items to include one item from each specific indicator, bringing the total to forty-four released items.

Recommendation 2: Continue the administration of the US History and Constitution End of Course test as a field test and provide feedback to schools and districts on the performance of all their students.

SCDE Response to Recommendation 2: The SCDE is notifying districts that the EOCEP USHC test will be administered as an implementation test for the 2007–08 school year. The SCDE uses the term implementation for the EOCEP program when the test is administered to the designated population but the scores are not required to count as twenty percent of the student's grade. Students will receive their USHC scores for the 2007–08 school year (including summer 2008) at the same time as the schedule established for the other EOCEP tests.

Recommendation 3: The actions undertaken to improve the alignment among the standards, instruction, and the test should be accomplished by June 2008 to allow for professional development activities with teachers during summer 2008.

SCDE Response to Recommendation 3: Teachers began using the 2005 content standards and the accompanying Standards Support document for the first time during the 05–06 school year. The USHC EOCEP Teacher's Guide was released in October 2006. At the request of educators, in March 2007, the Office of Academic Standards began creating the Enhanced Standards Support Document in a format akin to the recently developed Standards Support Document for science. The enhanced document will include information to assist teachers with providing instruction on all the standards. Drafts of the new sections of the document will be posted to the SCDE Web site in January 2008. Other sections will be posted as they are completed throughout the remainder of the school year. The document will be completed by June 2008 in compliance with EOC recommendations.

South Carolina Alternate Assessment

Recommendation 1: The South Carolina State Department of Education (SCDE) should review the SC-Alt ELA and Mathematics items which were "flagged" for their statistical values, especially those items flagged for Differential Item Functioning, to identify reasons for the statistical aberrations observed and to identify the need to revise or eliminate the items from the assessments.

SCDE Response to Recommendation 1: The evaluation of the psychometric characteristics of the items of the SC-Alt was a multi-step process. The ELA and mathematics items were field tested in the spring of 2006 and a comprehensive review of the item data was conducted July 10–11, 2006. The field test item data review committee included members of the psychometric staff of the American Institutes of Research (AIR) and members of the alternate assessment unit, the psychometric unit, content specialists, a low incidence special education specialist, and an ELL specialist from the SCDE. The committee followed accepted practices for item data reviews by carefully reviewing every item which had reached the level of a statistical flag. The review included studying the item text and the scoring procedure for the item, a review of the test administrator comments for the item and task, and a consideration of whether the item's performance may have been the result of a lack of instruction. The content of items that were flagged in the differential item functioning (DIF) analyses was carefully examined to determine if content or stimulus materials could be the reasons that performance on the item might have favored a particular reference group. The review of the content of the items to detect possible item bias was the second review for this purpose, since all items selected for field testing had been reviewed for bias and subgroup sensitivity previously.

The DIF analyses of the items on the SC-Alt provided for a statistical evaluation of the functioning of the items for the Black versus White, and Female versus Male subgroups. Information on the analyses used for DIF and the interpretation of item DIF flags is presented in Attachment B. Many items and some whole tasks were rejected after the field test item data review based on the findings of the committee. These items were therefore not

considered for use in the spring 2007 operational form. Most of these items and tasks were determined to have multiple problems. This was the case for many items flagged for DIF in the field test data. Most items flagged for DIF in the field test data were not selected for inclusion on the operational forms. A few of the DIF flagged items were included on the operational forms when the committee could not determine a likely content reason for the item to favor a black–white or gender subgroup.

Documentation on all items flagged for DIF in the field test data and the resulting disposition of the items (i.e., use or non-use in the operational forms) is provided in Attachment C, Tables 1 and 2 for ELA and mathematics, respectively. The tables also provide the results of the 2007 operational DIF analyses for all items that were included in the operational forms.

As indicated in the tables, very few of the items flagged for DIF in the 2006 data that were selected for inclusion on the operational forms were flagged for DIF in the 2007 analyses. Of the three items flagged for DIF in the 2007 data (one for ELA and two for math), only one item had a pattern of DIF results consistent with the 2006 indices.

All items receiving classical and IRT item statistic flags from the 2007 operational administration were reviewed by AIR and SCDE staff following item scoring and prior to standard setting. The purpose of the review was to further evaluate the items to determine if there was evidence that flawed items had been included in the operational forms. Since all the 2007 items had been reviewed previously with data from the 2006 field test, there would need to be strong evidence for a significant item flaw, confirmed by review of item content, before the item would be considered for elimination from operational scoring.

The review of the 2007 item data was conducted by two staff members of the special education unit in the Office of Assessment. All items flagged for any statistical criteria were reviewed, but particular attention was given to items flagged for DIF. The review of items flagged for DIF consisted of examining the field test item data for each item to determine if the item had been flagged for DIF in a consistent way in the 2006 data and examining the content and stimulus materials for each. Documentation on all items flagged for DIF in the 2007 data is provided in Attachment C, Tables 3 and 4 for ELA and mathematics, respectively.

Seven ELA items out of a total of 197 items used on the three operational forms were flagged for DIF in the 2007 data. Only one of the 2007 items had been flagged for DIF in the 2006 data with consistent results (i.e., favoring the same subgroup). This item was ITS ID 331, which was flagged for DIF differential performance favoring males. This item was used on both the elementary and middle school forms and was flagged for DIF only on the middle school form. The content and stimulus materials of all ELA items flagged for DIF were reviewed, and there were no content findings that could

be reasoned to be suggestive of supporting the DIF statistic for all items except one.

Nine mathematics items out of a total of 168 items used on the three operational forms were flagged for DIF in the 2007 data. Only one of the 2007 DIF flagged items had been flagged for DIF in the 2006 data with consistent results. This item was ITS ID 317, which was flagged for DIF suggesting differential performance favoring black students. The content and stimulus materials of all mathematics items flagged for DIF were reviewed, and there were no content findings that could be reasoned to be suggestive of supporting the DIF statistic for all items except one.

The review of the 2006 item data and item content for each of the flagged 2007 items did not yield substantial evidence for item bias for any of the items. Based on this review, the decision was made to retain all items in the operational scoring for 2007 and for inclusion in the 2008 assessment, but to conduct a follow-up review of the data for these items from the 2008 administration

Recommendation 2: The SDE should develop and disseminate updated professional development guides and materials related to the Assessment Standards and Measurement Guidelines and the SC-Alt assessments, including information to assist teachers to align their instruction with the Assessment Standards and Measurement Guidelines.

SCDE Response to Recommendation 2: The SCDE has begun the process of developing a guidance document to accompany the Assessment Standards and Measurement Guidelines. This document is scheduled for completion prior to the beginning of the 2008 school year.

Guidance Documents

A committee of special educators, content specialists, and parents met July 23–25, 2007 to begin developing the document based on the revised ELA and math standards. Dr. Diane Browder, a nationally recognized expert on access to the general education curriculum for students with significant cognitive disabilities provided professional development and guidance to this group.

Dr. Browder, with the University of North Carolina at Charlotte (UNCC) is author of the book *Teaching Language Arts, Math and Science to Students with Significant Cognitive Disabilities* and principal investigator of the *Reading Accommodations and Interventions for Students with Emergent Literacy (RAISE)*, a program to accelerate reading development and promote access to the general reading curriculum for students with moderate to severe mental disabilities. She and her team at UNCC have undertaken a series of studies aimed at finding ways to teach academic content standards linked to grade level content standards to students with significant cognitive disabilities.

Following the training, Dr. Browder and her colleagues facilitated the process of identifying how standards can be addressed for students with varying levels of communication ability, from pre-symbolic to symbolic. The group considered each math and ELA standard and indicator and determined three levels of communication access: symbolic, concrete, and pre-symbolic for each indicator.

A follow up meeting was held on November 6 to continue the work on the document to support grade level instruction for students with the most significant cognitive disabilities. At the completion of the guide for ELA and math, the group will design a similar document for the science and social studies Assessment Standards and Measurement Guidelines. It is anticipated that this work will continue through the summer of 2008 and that the documents will be ready for dissemination for the 2008 school year.

Professional Development

Additionally, Dr. Browder has conducted three state wide training sessions on access to the general education curriculum in ELA, math, and science for teachers of students with moderate to severe disabilities. The Offices of Assessment and Exceptional Children are collaborating on developing going training for teachers on access to the general education curriculum and use of the guidance documents.

These measures are designed to ensure that students participating in the alternate assessment have access to instruction based on grade level academic standards. These initiatives should enhance understanding for teachers of ways to provide meaningful access to instruction for students with significant cognitive disabilities.

Very truly yours,

Elizabeth Jones, Interim Director
Office of Assessment

EAJ/jsh

cc: Jim Rex, State Superintendent, SCDE
Teri Siskind, Deputy Superintendent, SCDE

Attachment A

Student Results by Type of Course

Students Coded as Advanced Placement (AP) or International Baccalaureate (IB)

Letter Grade Equivalent	AP	IB	AP + IB	Percent
A	12	247	259	9.01
B	23	665	688	23.92
C	58	880	938	32.61
D	33	583	616	21.41
F	27	348	375	13.03
Total	153	2723	2876	

Students Coded as U.S. History (USH) or College Prep (CP)

Letter Grade Equivalent	USH	CP	USH + CP	Percent
A	119	55	174	0.46
B	607	139	746	1.99
C	2520	623	3143	8.37
D	5406	1436	6842	18.23
F	22091	4543	26634	70.95
Total	30743	6796	37539	

Students coded as Advanced Placement (AP) or International Baccalaureate (IB) scored substantially better than students coded as U. S. History (USH) or College Prep (CP).

The SCDE was notified that a group of students in one local high school (supposedly IB students but coded as AP) protested the USHC test and darkened bubbles so that their answer sheets looked like a Christmas tree. Out of the thirty-nine students in the group, only one passed; all the others had chance-level scores. This group was removed from the analyses reported above. The correction, without these students, reduces slightly the percentage of AP and IB students failing the test (from 14.17 to 13.03 percent).

Most students in the file were coded as USH or CP. These two groups were quite similar in performance: the CP group had a less than one percentage point advantage in As, Bs, and Cs; about five percentage points fewer CP students received Fs. Neither group did nearly as well as the AP/IB group.

Results from Students Enrolled in Semester-long and Year-long Courses

There was no indication in the data file indicating whether students were in a semester or year-long course. The SCDE assumed that, except for AP/IB courses, schools do not offer both semester and year-long courses during the same year. Schools with fall test results were assumed to be offering semester courses only. Schools with only spring scores were assumed to have only year-long courses. This breakdown was consistent with survey data on course length.

Looking at all students (via ANOVA), the year-long group scored slightly higher.

Type	Mean Scale Score	F	P
Semester	66.814	10.23	0.0014
Year-long	67.122		(Sig.)

However, all AP/IB courses are year-long. Since they are the higher scoring group and therefore, were only included in the spring results, including their scores bias the data. Without the AP/IB student's scores, there is no significant difference in results from students taking semester and year-long courses.

Type	Mean Scale Score	F	P
Semester	65.913	0.00	0.9913
Year-long	65.914		(N. S.)

Therefore, taking a semester or year-long course doesn't have a significant effect on the EOCEP scores. Even including the AP/IB students, a mean difference of 0.31 scale score points may not have much practical significance.

Re-scaling the test without the last two standards

This is the most substantive of the analyses. The Rasch difficulties for the items were taken from the data bank. The contractor's original scaling of the fall 2006 and spring 2007 test forms was duplicated. The SCDE and contractor's thetas matched exactly to two decimal places, with the SCDE thetas occasionally differing by one in the third decimal place. This can easily be attributed to rounding. The raw to scale score conversion difference affected only one score. That score was well within the failing range, and therefore had no practical significance. The eleven items assessing the final two standards (standards nine and ten) were removed from both the fall and spring forms. Next, the shortened forms were calibrated using the forty-four remaining items and scale scores were assigned, based on the new thetas. The adjusted scales scores from the shortened forms were assigned to all students in the dataset. The results from a dependent t-test (shown in the

tables below) were used to compare the students' original and adjusted scale scores for the spring and fall forms.

Fall Administration (with AP/IB students included)

Test	Mean Scale Score	t	P
Original	65.912	9.61	<.0001
Adjusted	65.739		(Sig.)

Spring Administration (with AP/IB students included)

Test	Mean Scale Score	t	P
Original	67.339	1.78	.0749
Adjusted	67.319		(N. S.)

The students scored slightly better on the original, full length form than they did on the adjusted, shortened form. The AP/IB students were removed and the tests were repeated.

Fall Administration (without AP/IB students included)

Test	Mean Scale Score	t	P
Original	65.681	10.99	<.0001
Adjusted	65.483		(Sig.)

Spring Administration (without AP/IB students included)

Test	Mean Scale Score	t	P
Original	66.016	0.94	.3478
Adjusted	66.027		(N. S.)

The results are mixed, when the AP and IB students are not included. Students scored significantly better on the original fall form. However, on the spring forms, students scored slightly, but not significantly, better on the adjusted form. In both cases, the size of the mean difference was small.

For both fall and spring, the percentage of students receiving an A is slightly higher on the adjusted form (by less than one half of a percentage point).

The bank difficulties for the items aligned to standards nine and ten do not appear to be exceptionally difficult based on a review of the bank. Most are of above-average difficulty (more so on the fall form than on the spring form), but both forms have some items aligned to standards nine and ten that are relatively easy. For both forms, the very hardest item is not aligned to standards nine or ten.

Therefore, the data indicate that removing items aligned to standards nine and ten would not substantially improve performance on the test. However, removing the final two standards could affect instruction, in that many teachers may not continue their instruction up to the present day.

Attachment B

American Institute for Research employs a design consistent Mantel-Haenszel procedure (Holland, 1985; Holland & Thayer, 1988) to conduct DIF analyses. The total score is divided into five intervals to compute the Mantel-Haenszel (MH) chi-square DIF statistics. The analysis program computes the MH chi-square value, the log-odds ratio, the standard error of the log-odds ratio, and the MH-delta for the MC items; the MH chi-square, the standardized mean difference (SMD), and the standard error of the SMD for the CR items. The purification method described by Holland and Thayer (1986) is included in the DIF procedure. Items are classified into three categories (A, B, or C) ranging from no DIF to mild DIF to severe DIF according to the DIF classification convention. Items are also categorized as positive DIF (i.e., +A, +B, or +C) signifying the item favors the focal group, or negative DIF (i.e., –A, –B, or –C) signifying the item favors the reference group.

We modified the typical Mantel-Haenszel procedure to be consistent with our stratified random sample design. Complex sample designs violate the assumptions on which the simple random sample test statistics are based.

Items are classified into three categories ranging from no DIF to mild DIF to severe DIF according to common DIF classification conventions according to the following rules. If the p-value of $MH\chi^2$ value is $< .05$ then the DIF indicator is either "B" or "C"

Dichotomous Items	
Category	Rule
C	$MH\chi^2$ is significant and $ \hat{\Delta}_{MH} \geq 1.5$
B	$MH\chi^2$ is significant and $ \hat{\Delta}_{MH} < 1.5$
A	$MH\chi^2$ is not significant.
Polytomous Items	
Category	Rule
C	$MH\chi^2$ is significant and $ SMD / SD \geq .25$.
B	$MH\chi^2$ is significant and $ SMD / SD < .25$.
A	$MH\chi^2$ is not significant.

Attachment C
Table 1
ELA Items Flagged for DIF on 2006 Field Test Forms
and DIF Status on the 2007 Operational Forms

ITS ID	Task	2006 Field Test			2007 Operational		
		Items Flagged for DIF			Included/ Form	DIF Results	
		Number of Forms	B-W	F-M		B-W	F-M
50	Animals in the Yard	1 of 6	-C	-A	ES	-A	+A
55	Animals in the Yard	1 of 6	-A	-C	ES	-A	-A
65	I'll Share	1 of 1	+B	-C	Not Included		
134	Pete is Tired	1 of 6	-A	+C	ES	+A	+A
135	Pete is Tired	1 of 6	+C	+A	ES	+A	+A
182	Today's Weather	1 of 1	+C	+A	MS	+A	+A
					HS	+A	-A
278	Hand Washing	1 of 1	+C	+A	Not Included		
284	Today's Weather	1 of 1	+C	-A	Not Included		
355	Favorite Things	1 of 3	+A	-C	ES	-A	+A
					MS	+A	+A
433	Getting Ready for Bed	1 of 1	+C	-A	HS	+A	-B
436	Getting Ready for Bed	1 of 1	+A	-C	HS	-A	+A
440	School Signs	1 of 3	-A	-C	MS	+A	-A
					HS	-A	-A
441	School Signs	1 of 3	+A	-C	MS	+A	-A
					HS	+A	-A
467	Setting the Table	1 of 1	+C	+A	Not Included		
508	Making a Job Chart	1 of 6	+A	-C	Not included		
509	Making a Job Chart	1 of 6	+C	-C	Not Included		
524	Sale Ads	1 of 3	+C	-A	HS	+A	+A
525	Sale Ads	1 of 3	+C	-A	HS	+A	+A
526	Sale Ads	1 of 3	+A	-C	HS	+A	-A
527	Sale Ads	1 of 3	+A	-C	HS	+A	-A
527	Sale Ads	1 of 3	-A	-C			
552	Pet Poem	1 of 1	+C	-C	ES	+A	+A
564	Two Stories	1 of 3	+C	+A	HS	+A	-A
568	Word Study	1 of 1	-C	-A	Not Included		
569	Word Study	1 of 1	-C	-A	Not Included		
628	Manatees	1 of 1	-C	+A	HS	+C	+A
676	Making a Job Chart	1 of 6	+A	-C	Not Included		
684	Setting the Table	1 of 1	+C	-A	Not Included		

Table 2
Mathematics Items Flagged for DIF on 2006 Field Test Forms
and DIF Status on the 2007 Operational Forms

ITS ID	Task	2006 Field Test			2007 Operational		
		Items Flagged for DIF			Included/ Form	DIF Results	
		Number of Forms	B-W	F-M		B-W	F-M
13	One, Two, More, Less	1 of 1	+A	-C	ES	+A	+A
					MS	+A	+A
					HS	+A	+A
104	Ranking by Size	1 of 6	-A	-C	Not Included		
118	Ranking by Size	1 of 6	+C	-A	Not Included		
149	Describing locations #2	1 of 1	-A	-C	Not Included		
152	Describing Locations #2	1 of 1	+A	-C	Not Included		
317	Patterns with Objects	1 of 6	+C	-A	MS	-A	-A
317	Patterns with Objects	1 of 6	+C	+A	HS	+C	-A
321	Patterns with Objects	1 of 6	+C	+A	MS	-A	+A
321	Patterns with Objects	1 of 6	-A	-C	HS	-A	-A
322	Patterns with Objects	1 of 6	+C	+A	MS	+A	-A
					HS	+A	-A
352	Sort and Classify Objects	1 of 1	+C	-A	ES	+A	+A
					MS	+A	-A
364	Calendar	1 of 1	-A	-C	Not Included		
371	Tom's and Susan's Pencils	1 of 3	+A	-C	Not Included		
382	Adding and Subtracting to Tell a Story	1 of 1	+C	+A	Not Included		
383	Adding and Subtracting to Tell a Story	1 of 1	+A	+C	Not Included		
385	Adding and Subtracting to Tell a Story	1 of 1	+C	-A	Not Included		
416	What's the Sign?	1 of 1	+C	-A	Not Included		
461	Bus/Car Graph	1 of 1	+A	-C	MS	-A	+A
					HS	+A	-A
528	Paper Clip Graph	1 of 1	+C	-A	HS	+A	-A
639	Measurement Readiness	1 of 1	+A	+C	ES	-A	-A
					MS	+A	+A
					HS	+C	+A
641	Same/Different Readiness	1 of 3	+A	+C	ES	+A	+A
					MS	+A	-A
					HS	+A	+A
643	Same/Different Number	1 of 1	+C	-A	Not Included		
645	Same/Different Readiness	1 of 3	+A	+C	ES	-A	-A
					MS	-A	+A
					HS	+A	+A
674	Same/Different Readiness	1 of 3	+C	+A	ES	-A	+A
					MS	+A	+A
					HS	-A	+A

Table 3
ELA Items Flagged for DIF on the 2007 Operational Forms
and DIF Status on the 2006 Field Test

ITS ID	Task	2006 Field Test			2007 Operational		
		Number of Forms	DIF Results		Form	DIF Results	
			B-W	F-M		B-W	F-M
331	Favorite Things	1 of 3	-A	+A	ES	-A	+A
		1 of 3	+A	-B	MS	-A	-C
		1 of 3	+A	-A			
437	Getting Ready for Bed	1 of 1	+A	-A	HS	+C	-A
449	Movie Schedule	1 of 1	-A	+A	HS	+C	-A
526	Sale Ads	1 of 3	-A	-A	HS	+C	-A
		1 of 3	+A	+A			
		1 of 3	+A	-C			
628	Manatees	1 of 1	-C	+A	HS	+C	+A
632	Every Sunday Afternoon	1 of 1	-A	+A	MS	-A	+A
					HS	+C	+A
664	Every Sunday Afternoon	1 of 1	+A	-A	MS	-A	+C
					HS	+C	-A

Table 4
Mathematics Items Flagged for DIF on the 2007 Operational Forms
and DIF Status on the 2006 Field Test

ITS ID	Task	2006 Field Test			2007 Operational		
		Items Flagged for DIF			Form	DIF Results	
		Number of Forms	B-W	F-M		B-W	F-M
35	Comparing Numbers	1 of 1	-A	-A	HS	+C	-A
79	Comparing Numbers	1 of 1	+A	-A	HS	+C	-A
126	Describing Locations	1 of 3	-A	+B	EL	+A	+A
		1 of 3	+A	-A	MS	+A	-A
		1 of 3	-A	-A	HS	+C	+A
222	How Likely ?	1 of 1	-A	+A	HS	+C	-C
286	About How Many	1 of 1	+A	-A	HS	+A	-C
287	About How Many	1 of 1	-A	-A	HS	+A	-C
317	Patterns with Objects	1 of 6	+C	-A	MS	-A	-A
		1 of 6	+C	+A	HS	+C	-A
		3 of 6	-A	-A			
		1 of 6	+A	-A			
529	Paper Clip Graph	1 of 1	+A	-A	HS	+C	+C
639	Measurement Readiness	1 of 1	+A	+C	ES	-A	-A
					MS	+A	+A
					HS	+C	+A

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments

Date: February 11, 2008

REPORT/RECOMMENDATION

Response by the South Carolina Department of Education to Review of the SC-Alternate ELA and Math Assessment Field Tests (see page 3 of document attached to "Response by the South Carolina Department of Education to Review of the U.S. History and the Constitution End of Course Field Test")

At its January 22, 2008 meeting the Academic Standards and Assessments Subcommittee made the following recommendation: Approve the SC-Alternate ELA and Math Assessments for use in the state testing and accountability system.

PURPOSE/AUTHORITY

Section 59-18-320. (A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of benchmark courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

CRITICAL FACTS

The SC-Alternate ELA and Mathematics field tests were first administered Spring 2006 and revised for the Spring 2007 administration. The assessments were reviewed by the EOC and recommendations were adopted and forwarded to the South Carolina Department of Education (SCDE) in October 2007. Recommendations regarding the test must be communicated to the SCDE, which must respond within one month; those responses are attached. State assessments must be reviewed and approved by the Education Oversight Committee.

TIMELINE/REVIEW PROCESS

The SC-Alternate ELA and Mathematics field tests were reviewed and recommendations to address technical issues and teacher support materials were adopted in October 2007.

ECONOMIC IMPACT

Cost:

Fund/Source:

ACTION REQUEST

☒ For approval

☐ For information

ACTION TAKEN

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments

Date: February 11, 2008

REPORT/RECOMMENDATION:

The attached chart presents a historical summary of studies undertaken over the last two years to examine the functioning of the accountability system and four studies currently underway. The materials are presented for information purposes. Complete copies of the related reports are available on the EOC website or upon request.

PURPOSE/AUTHORITY

SECTION 59-6-110. Duties of Accountability Division.

The division must examine the public education system to ensure that the system and its components and the EIA programs are functioning for the enhancement of student learning. The division will recommend the repeal or modification of statutes, policies, and rules that deter school improvement. The division must provide annually its findings and recommendations in a report to the Education Oversight Committee no later than February first. The division is to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts and:

- (1) monitor and evaluate the implementation of the state standards and assessment;
- (2) oversee the development, establishment, implementation, and maintenance of the accountability system;
- (3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and
- (4) perform other studies and reviews as required by law.

CRITICAL FACTS

The EOC bears significant responsibility to ensure that the accountability system is providing the support for high achievement intended in its authorizing legislation. This involves scrutiny of its own decisions as well as the performance of students, schools and districts. The attached document summarizes efforts over the last two years to ensure the system components are functioning well.

TIMELINE/REVIEW PROCESS

These studies reflect work in the most recent two-year period.

ECONOMIC IMPACT

Cost: These projects are absorbed within the EOC operating budget. No additional funds are requested.

Fund/Source: Education Improvement Act

ACTION REQUEST

____ For approval

___X___ For information

February 11, 2008

TO: Members, Education Oversight Committee

FROM: Jo Anne Anderson

RE: Review of the Accountability System

Review of the Accountability System

The objectives of the Education Accountability Act (EAA) of 1998 remind us that the purpose of our work is continuous improvement through study and examination of current practices and changes to increase the positive impact of our work:

Section 59-18-110. Objectives.

The system is to:

- (1) use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;
- (2) provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;
- (3) require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;
- (4) provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;
- (5) support professional development as integral to improvement and to the actual work of teachers and school staff; and

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Jo Anne Anderson
EXECUTIVE DIRECTOR

(6) expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts.

The EAA affirms multi-stage and cyclical reviews to ensure that the components of the system function effectively and are current with our knowledge and understanding of the practices that work best. Ten years have passed since the legislative debate over the EAA; the state has issued seven (7) report cards on schools and has considerable experience using the components provided for in the initial legislation.

Over the last two years the Education Oversight Committee (EOC) through staff activities, collaborative work with the South Carolina Department of Education (SCDE) and through external contracts has undertaken an examination of the system components. Most of these projects have been discussed with you as works-in-progress or consistent with a time line for particular action. The purpose of this document and the related discussion is to enable you to examine the “whole” of the effort to study the system, to understand how these impact on one another and to discuss potential changes.

The information in attached table summarizes the studies which are cyclical or focus on improving the components of the accountability system that have been completed and/or in process. Full copies of the completed work can be provided to you and/or our staff team is available to discuss them at length.

Of relevance to actions you may choose to take in March are three activities:

- Changes to the ratings for career-technology centers;
- The inclusion and valuing of graduation rate within high school and district ratings; and
- The use of a more sensitive scale within the absolute rating.

**Studies Examining Components of the Accountability System
2005-2007**

COMPONENT	ANALYSES	RECOMMENDATIONS	STATUS
Standards	Cyclical Review: English Language Arts	The EOC recommended a number of changes including greater specificity and curricular support for teachers	The standards are in field review and revised standards are anticipated before the SBE in February 2008
	Cyclical Review: Mathematics	The EOC recommended a number of changes including a reduction in the dependence on technology and change from instructional to content focus.	Cyclical review concluded with adoption of revised standards in April 2007
	Cyclical Review: Science	The EOC recommended a number of changes including greater specificity, fewer standards and curricular support for teachers.	Cyclical review concluded with adoption of revised standards in June 2006.
	Cyclical Review: Social Studies	The EOC recommended a number of changes including greater specificity, fewer standards and curricular support for teachers.	Cyclical review concluded with the adoption of revised standards in December 2004.
Assessments	Testing Task Force	14 recommendations including Grades 1-2 formative reading measures, a number of changes to PACT, addition of state funding for formative tests in grades 3-8	Adopted by the EOC in February 2005; enacted by General Assembly in 2006
	Computer Based or Computer Adaptive Testing	Study conducted by Data Recognition Corporation outlined plan for costs and phase-in of computer-based testing	June 2007-EOC and SBE agree that the costs and related benefits cannot be supported without full understanding of instructional needs. With the State CIO, the two agencies are defining practical, reasonable vision for computers in instructional and assessment. Report to be presented to EOC in August 2008
	Cyclical Review: Palmetto Achievement Challenge Tests	The two-agency review encompassed technical and performance analyses and raised questions regarding the creditability of PACT in the field (primarily due to limited information) and urged immediate rescaling of the ELA tests	The matter is before the Academic Standards and Assessments Subcommittee; the State Superintendent has proposed a new accountability test for students in grades 3-8

COMPONENT	ANALYSES	RECOMMENDATIONS	STATUS
Professional Development/Technical Assistance	Retraining Grants	Annual reviews indicated need for closer alignment with the school renewal plan, focusing on a limited number of objectives	Program has concluded because funds are rolled into the technical assistance allocation
	External Review Team Process	Report by Hezel and Associates indicated follow-up visits needed at the schools as well as more concentrated focus on curriculum and instruction and less on policy implementation.	"Understanding the External Review Team Program Impact and Actions" completed by Hezel and Associates in December 2005. System revised to include follow-up visits, less attention to policy implementation and an ERT liaison for each school
	Extended Learning Time (e.g. Homework Centers, After School Programs)	Extended Learning Time report concluded by Learning Point Associates in December 2006. Recommendations focused on providing ways in which multiple funding streams could be reorganized to provide sufficient funds for programs; other recommendations addressed program quality	In 2006 and 2007 EOC supported collapsing multiple technical assistance funding streams into one stream to be used in tight alignment with an approved plan for improvement
	Teacher Specialists on Site Program	Three Year Study completed in June 2005:	Technical assistance program modified; schools may contract for TSOS through SCDE in accordance with their renewal plan; however, shortage of TSOS has limited use
	Triennial Evaluation Model	In June 2007 EOC adopted a model for three-year evaluations to include annual data updates.	January 2008: Recommendations for a number of programs to shift to 3-year rotation before the General Assembly; those within EOC discretion are on 3-year schedule
Public Reporting	Report Card Format	Simplify graphics, eliminate several profile items. Separate NCLB from state data	March 2007-Format changes adopted by SBE and EOC; most incorporated into 2007 report card
	Parent Survey	"Statistical Analysis of SC Report Card Survey" completed by USC in June 2005	

COMPONENT	ANALYSES	RECOMMENDATIONS	STATUS
	Absolute Ratings: Career Technology	Align state system more closely to requirements for Perkins Act; changes would eventually remove GPA in core courses out of ratings calculation to performance on licensing and certification exams	Data obtained for about 45 % of CATE centers on licensing and certification exams; simulation of possible rating system to be run in next several weeks.
	Absolute Ratings: Primary Schools	PACT is not administered below grade 3 and PACT data are not available for use in ratings of PK-2 primary schools so other measures are used. New measures for calculating ratings were identified by a committee of educators to improve the accuracy and validity of the primary school ratings. Measures adopted include teacher quality, retention, and professional development; teacher and student time on task (prime instructional time); parent involvement; and external accreditation.	Revisions to ratings adopted in February 2005
	Absolute Ratings: High School Revision	The Subcommittee also considered recommendations regarding revision of the high school ratings beginning with the 2006-2007 school year. In April 2005 the EOC adopted a plan for the use of high school End of Course test results to replace the LIFE scholarship eligibility criterion in the high school ratings beginning with the 2006-2007 school year, and asked that staff in consultation with the High School Ratings Advisory Committee develop recommendations for the revised ratings criteria. Various data simulations based on the End of Course test results for 2004-2005 were provided to the advisory committee at its meeting on	The EOC adopted the recommendation in February 2006.

COMPONENT	ANALYSES	RECOMMENDATIONS	STATUS
		<p>January 10, 2005, and the committee made recommendations. The subcommittee forwarded to the EOC the recommendation establishing the ratings criteria and weightings for the calculation of the high school ratings based on longitudinal exit exam passing rates, first attempt HSAP passing rate, percent of students scoring 70 or higher on End of Course Tests, and the four-year graduation rate to begin in 2006-2007.</p>	
	<p>Absolute Ratings: Use of End of Course Tests</p>	<p>The End of Course tests are based on the state high school course academic standards and, as standards-based assessments, are used in the school and district accountability system. The End of Course test results are currently included in the calculation of high school and school district ratings, but are not included in the calculation of middle school ratings. In May 2007 the Subcommittee reviewed and approved four recommendations expanding the use of End of Course test results in the state accountability system. The proposed recommendations were reviewed by educators in the field prior to consideration by the Subcommittee. The adopted recommendations provide for the use of End of Course test data in the middle school Absolute Ratings, clarify the attribution of End of Course test scores from the Virtual High School and dual credit courses for reporting</p>	<p>The adopted recommendations will take effect with the 2007-2008 school year.</p>

COMPONENT	ANALYSES	RECOMMENDATIONS	STATUS
		and accountability purposes, and provide for the reporting and use of End of Course test results and school profile data from schools containing grade 9 only.	
	Absolute Ratings: High School graduation rate		In process: Advisory group meeting in January 2008; anticipate recommendations to subcommittee in March 2008
	Absolute Ratings: Increased sensitivity within performance categories		In process: Initial studies completed and recentering project under review; anticipate recommendations to subcommittee in March 2008
	Improvement Ratings: Testing methodologies		In process: Work conducted by Dr. Eugene Kennedy at LSI; anticipate findings and recommendations in August 2008
Rewards and Interventions	Evaluation of the Palmetto Priority Schools Project		In process: initial report to be provided by March 2009

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments

Date: February 11, 2008

REPORT/RECOMMENDATION:

The attached time line is prepared to inform members of the sequence of tasks necessary to consider, approve and implement the new grades three through eight accountability test proposed by the SC Department of Education. The time line is provided for information purposes.

PURPOSE/AUTHORITY

SECTION 59-18-320. Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards.

(A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of benchmark courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

(B) After review and approval by the Education Oversight Committee, the standards-based assessment of mathematics, English/language arts, social studies, and science will be administered to all public school students to include those students as required by the 1997 reauthorization of the federal Individuals with Disabilities Education Act and by Title 1 at the end of grades three through eight.

(D) Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education, must be developed and adopted upon the advice and consent of the Education Oversight Committee.

SECTION 59-18-360. Cyclical review of state standards and assessments; analysis of assessment results.

(A) The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. All academic areas must be initially reviewed by the year 2005. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee for its consideration. After approval by the Education Oversight Committee, the recommendations may be implemented. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

SECTION 59-18-900. Development of annual report cards; academic performance ratings; contents; promulgation of regulations.

(A) The Education Oversight Committee, working with the State Board of Education, is directed to establish an annual report card and its format to report on the performance for the individual elementary, middle, high schools, and school districts of the State. The school's ratings on

academic performance must be emphasized and an explanation of their significance for the school and the district must also be reported. The annual report card must serve at least four purposes:

- (1) inform parents and the public about the school's performance;
- (2) assist in addressing the strengths and weaknesses within a particular school;
- (3) recognize schools with high performance; and
- (4) evaluate and focus resources on schools with low performance.

(B) The Oversight Committee shall determine the criteria for and establish five academic performance ratings of excellent, good, average, below average, and unsatisfactory. Schools and districts shall receive a rating for absolute and improvement performance. Only the scores of students enrolled in the school at the time of the forty-five-day enrollment count shall be used to determine the absolute and improvement ratings. The Oversight Committee shall establish student performance indicators which will be those considered to be useful for assessing a school's overall performance and appropriate for the grade levels within the school.

(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

SECTION 59-18-920. Report card requirements for charter, alternative and career and technology schools.

A charter school established pursuant to Chapter 40, Title 59 shall report the data requested by the Department of Education necessary to generate a report card. The Department of Education shall utilize this data to issue a report card with performance ratings to parents and the public containing the ratings and explaining its significance and providing other information similar to that required of other schools in this section. The performance of students attending charter schools sponsored by the South Carolina Public Charter School District must be included in the overall performance ratings of the South Carolina Public Charter School District. The performance of students attending a charter school authorized by a local school district must be reflected on a separate line on the school district's report card and must not be included in the overall performance ratings of the local school district. An alternative school is included in the requirements of this chapter; however, the purpose of an alternative school must be taken into consideration in determining its performance rating. The Education Oversight Committee, working with the State Board of Education and the School to Work Advisory Council, shall develop a report card for career and technology schools.

SECTION 59-18-1100. Palmetto Gold and Silver Awards Program established; criteria; eligibility of schools for academically talented.

The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement. Awards will be established for schools attaining high levels of absolute performance and for schools attaining high rates of improvement. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:

- (1) student attendance;
 - (2) teacher attendance;
 - (3) student dropout rates; and
 - (4) any other factors promoting or maintaining high levels of achievement and performance.
- Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10. Funds may be utilized for professional development support.

Special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

CRITICAL FACTS

The SCDE is proposing a new statewide assessment for grades three through eight. The schedule for implementation, as understood from conversations with SCDE personnel is attached. The EOC bears responsibility to study and approve the assessments and to incorporate the student performance reflected on the assessments in the annual school and district ratings.

The tasks must be accomplished in a fairly tight time frame. The EOC staff is preparing a detailed plan and budget for accomplishing the tasks in the time proposed. At this time the staff anticipates working through four critical components:

- (a) Reallocation of staff time and fiscal resources to meet the schedule which requires deferring some projects;
- (b) Adjustments to the EOC meeting schedule to provide for monthly meetings at critical decision points;
- (c) Fair and adequate notice to educators and their communities of the proposed changes to student performance expectations and to the school ratings expectations;
- (d) Transition from one assessment to another in program eligibility, resource allocation and program evaluations.

TIMELINE/REVIEW PROCESS

With submission of the phase one field test data, the EOC must determine the options available to it in the decision-making process and execute them accordingly.

ECONOMIC IMPACT

Cost: These projects can be absorbed within the EOC operating budget if other tasks are deferred or through additional funding.

Fund/Source: Appropriations from the General Assembly. Currently EOC funding is provided through the Education Improvement Act.

ACTION REQUEST

____ For approval

____X____ For information

Decisions to Implement a New Grades3-8 Assessment
SCDE Proposed Schedule

Winter 2008	SCDE approves test design
	<i>Current proposal: Testing in math, science, reading and research and writing; eliminate social studies testing</i>
	<i>Administer writing test in March</i>
	<i>Other tests are multiple choice formats</i>
	SBE and EOC adopt of revisions to ELA Standards
May 2008	SCDE administers PACT to all students as prescribed currently
	SCDE administers Field test –phase one; administered separately from PACT
Summer-Fall 2008:	Field test data received from contractors; SCDE constructs one test form for use in Spring 2009
Fall 2008	EOC conducts reviews
November 2008:	School and District Ratings are issued based upon PACT performance
December 2008:	EOC issues recommendations on Field Test Phase One.
Mid-January 2009:	SCDE responds to the EOC recommendations.
February 2009:	EOC provides provisional approval for Form One
	US Dept of Education approves tests for NCLB purposes: date to be established
March 2009:	SCDE administers the NT writing assessment
May 2009:	SCDE administers the NT in Reading & Research, Math, Science and Social Studies to all students (NOTE: SCDE is proposing elimination of the social studies assessment) PACT would not be administered
Summer-Fall 2009	SCDE would receive analyses from the testing contractors regarding the additional items and forms field tested in Phase Two.
Fall 2009	EOC conducts reviews
Summer/Fall 2009	SCDE administers standard-setting process to define three student performance levels
Oct. 2009-Feb. 2010	EOC establishes performance expectations and ratings criteria
November 2009	SCDE suggests a hold harmless year for school and district absolute ratings. Improvement ratings suspended until two years performance are available.
December 2009:	EOC issues recommendations for final test approval
Mid-January 2010:	SCDE responds to the EOC recommendations.
February 2010:	EOC fully approves tests
Summer 2010	EOC establishes criteria for improvement ratings
November 2010	Schools receive ratings based upon NT

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Public Awareness Subcommittee

Date: February 11, 2008

REPORT/RECOMMENDATION

Provide a proposal to build postsecondary support of reading/literacy initiatives in South Carolina through Parents and Adults Inspiring Reading Success (PAIRS)

PURPOSE/AUTHORITY

The preamble to the EAA, calls for the "acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community" (Section 59-18-100).

CRITICAL FACTS

As part of the EOC's objective to strengthen the teaching of reading, Parents and Adults Inspiring Reading Success (PAIRS) began in February 2005. PAIRS is designed to provide the catalyst to encourage and support the achievement of grade level reading literacy for every child in South Carolina.

The following proposal is designed to achieve two objectives:

1. Promote sustainable models of higher education/K-12 school partnerships to boost student reading achievement.
2. Recognize successful service-learning programs within postsecondary institutions focused on building reading skills among students in grades K-12.

TIMELINE/REVIEW PROCESS

Ongoing

ECONOMIC IMPACT

Cost: EOC: Proposed first year commitment: \$5,750 (\$3,500 in current fiscal year)

Fund/Source:
Public Awareness

ACTION REQUEST

☒ For approval

☐ For information

ACTION TAKEN

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

Building Postsecondary Education Support of Reading / Literacy Initiatives in South Carolina
A Proposal Involving Parents and Adults Inspiring Reading Success (PAIRS)

Introduction

Reading is attached to all the gears that make our society work. Adult readers often have jobs that pay well and make significant contributions to cultural, economic, and civic life. According to a recent report from the National Endowment for the Arts (NEA) readers are more likely than non-readers to engage in positive civic and individual activities – like volunteering, voting and exercising.¹ These readers often raise readers, emphasizing in young people the importance of a strong background in literacy.

Alongside a seemingly exhaustive list of the benefits of reading, the NEA study “To Read or Not to Read: A Question of National Consequence,” reveals recent declines in voluntary reading as well as school test scores. Americans are reading less, reading less well, and the declines have far-reaching implications.

Some of the study’s findings include:

- Less than one-third of 13-year-olds are daily readers, a 14 percent decline from 20 years earlier.
- Nineteen percent of 17-year-olds consider themselves “non-readers.”
- On average, Americans ages 15 to 24 spend almost two hours a day watching TV, and only seven minutes of their daily leisure time on reading.
- Reading scores for 12th graders (NAEP, 2005) fell significantly from 1992 to 2005, with the sharpest declines among lower-level readers.

Unfortunately, these statistics hit home in South Carolina. Although overall English Language Arts (ELA) PACT performance scores statewide remained fairly stable from 2006 to 2007, 57 percent of schools experienced declines in PACT ELA performance.

Differences in the performance of students by racial/ethnic and economic groups persist as students move through school grades and levels. The table below documents early differences on state assessments. These differences intensify as students encounter increasing expectations as the students progress from one grade to the next.

The information in this table is linked to the *Proficient* level of performance on the state Palmetto Achievement Challenge Tests (PACT), the High School Assessment Program (HSAP) and the college admission tests, SAT and ACT. Information on measures related to reading is presented.

¹ National Endowment for the Arts. “To Read or Not To Read: A Question of National Consequence.”19 November 2007.

READING AT A LEVEL COMPARABLE TO PROFICIENT OR ABOVE

Assessment						
	All	African-American	Hispanic	White	Pay Lunch	Free/Reduced Lunch
SC Readiness Assessment - Reading 2003-2004 Kindergarten Administration, % exhibiting readiness	71.1	Males-56.6 Females-69.9	NA	Males-73 Females-83.4	NA	NA
2007 Score Reports						
Source: State Department of Education, 2007						
PACT-English Language Arts-Grade 3 % Proficient and above	54.4	37.8	39.4	66.8	71.0	40.7
PACT-English Language Arts-Grade 4 % Proficient and above	42.3	25.4	28.2	54.5	59.5	27.3
PACT-English Language Arts-Grade 5 % Proficient and above	31.9	15.8	21.4	43.1	47.4	17.8
PACT-English Language Arts-Grade 6 % Proficient and above	31	17.0	20.5	41.4	46.0	17.6
PACT-English Language Arts-Grade 7 % Proficient and above	28.4	14.2	19.3	38.9	42.9	15.0
PACT-English Language Arts-Grade 8 % Proficient and above	24.7	11.7	15.2	34.4	37.1	12.6
English I End-of-Course B or above	21.3	8.2	12.8	31.2	31.2	9.8
High School Assessment-Language Arts, 1 st attempt Performance Level 3 or above	59.8	42.1	42.5	73.5	74.2	42.5
SAT: Critical Reading	488 of 800	419	459	513	NA	NA
ACT: Reading	19.0 of 36					
% reaching College Readiness Benchmark	41	16	43	55	NA	NA

On the 2007 National Assessment of Education Progress (NAEP), SC's ranking among states on the reading portion is 4th Grade Reading: 42nd; 8th Grade Reading: 41st. The rankings are based on the average scale score of students on the national assessment.

Research conducted by the EOC, independently or in collaboration with a number of entities, confirms the following:

- If a student cannot read on a proficient level in 8th grade, he/she only has a 50 percent likelihood of graduating from high school on-time.
- Performance on reading measures is directly linked to performance on measures of mathematics, science and social studies;
- The closer the relationship between school goals and home goals and the trust built between families and educators is more predictive of student outcomes than economic status.

Impact of Out-of-School-Time Activities and Support for Reading

The data related to reading in South Carolina are troublesome and underscore the need to support activities that reinforce what is learned in school. Reading must become a priority in the home and in out-of-school-time activities.

Recognizing the need for this support, the EOC began a partnership in February 2005 with the publishers of the 16 daily newspapers in South Carolina. The partnership, a public awareness initiative known as PAIRS (Parents and Adults Inspiring Reading Success), provides “Affiliate Programs” resources related to the literacy component of their programs. Through PAIRS, out-of-school mentoring, literacy, and faith-based programs receive information, learn from one another and benefit from professional development and networking opportunities.

The initiative stresses the importance of *sustained* involvement between nurturing, caring adults and young people. The strength of PAIRS also can be attributed to the numerous partnerships, which include the SC Afterschool Alliance, Harvest Hope Food Bank, Newspapers in Education, and the South Carolina State Library.

Tapping into the potential within post-secondary institutions

Connecting universities to the communities they serve is an idea with deep roots; however, advances in technology, demographic changes, and other factors continue to present challenges.

Post-secondary institutions bring valuable resources (students, faculty, staff, classrooms, libraries, technology, research expertise) to schools and communities as when partnerships address community needs.

In a 1994 article, “Creating the New American College,” Ernest Boyer challenges colleges and universities to reconsider their missions – educating students to be responsible citizens, rather than educating them exclusively for a career. Boyer writes, “Universities cannot afford to remain shores of affluence, self-importance and horticultural beauty at the edge of island seas of squalor, violence and despair. Emphasizing service has the potential to enrich learning and renew communities, but will give new dignity to the scholarship of service.”²

Service learning in higher education is expanding because the relationship is mutually beneficial. By benefiting the community in a meaningful way, the service experience becomes a learning experience for the college students. Anecdotes strongly suggest that student attitudes and behaviors improve when introduced to moral concepts inherent in helping others.

In September 2007, EOC Public Awareness subcommittee members were interested in a service-learning, literacy program based at the University of South Carolina and asked staff to research challenging SC postsecondary institutions to make reading and literacy a priority in service learning initiatives.

² Boyer, E. “Creating the New American College.” *Chronicle of Higher Education*, 9 March 1994, A48.

Proposal to Build Postsecondary Education Support of Reading / Literacy Initiatives in South Carolina

This following proposal is designed to achieve two objectives:

Objectives:

The SC Education Oversight Committee seeks to:

1. Promote sustainable models of higher education/K-12 school partnerships to boost student reading achievement.
2. Recognize successful service-learning programs within postsecondary institutions focused on building reading skills among students in grades K-12.

The following strategies address the above objectives (Work Plan which follows contains detail for each strategy):

Strategy 1: Establish recognition program “SC Literacy Champions” to include monetary award.

Strategy 2: Work with PAIRS Advisory Board and a media partner to promote the work of SC Literacy Champions and the importance of service-learning partnerships focused on literacy.

Strategy 3: Work with available state and national groups with common missions.

Proposal Work Plan

Strategy 1: Establish recognition program "SC Literacy Champions" to include monetary award.

TACTIC	INVOLVED PERSONS	BUDGET	TIMEFRAME
<p>Convene advisory/work group to:</p> <ol style="list-style-type: none"> 1. Inventory post-secondary initiatives underway in SC and nationally and create database (identified programs outlined in Appendix A); 2. identify available resources for existing programs and resources for programs to continue / start-up; 3. establish eligibility and selection criteria for programs to be considered for SC Literacy Champion recognition; and 4. seek grant funding where available. 	<p>EOC Staff, Campus Compact Executive Director; identified staff from within postsecondary service-learning community; staff representing Commission on Higher Education, SC Independent School Association; PAIRS Partners and Advisory Board; business partners; and literacy community.</p>	<p>One formal meeting in Columbia</p> <p>Subsequent meetings to follow via conference call</p> <p>Estimated cost: \$500</p>	<p>Group to first convene in Feb. 2008</p> <p>Inventory to be complete April 2008 (inventory to include contact information for programs)</p> <p>Available resources (to include PAIRS resources, SC Campus Compact resources [available to member institutions], Northwest Regional Educational Laboratory to be identified by April 2008</p> <p>Final eligibility and selection criteria to be established April 2008</p>
<p>Create one-pager for use in recruitment of business partners</p>	<p>EOC staff</p>		<p>January 2008</p>

Create and maintain SC Champions of Literacy website (to be incorporated into current PAIRS website) ➤ Site to incorporate available resources, criteria for recognition and schedule, volunteer reporting forms.	EOC Staff (Yow, King);	EOC staff commitment January-May 2008 Yow (180 hours) King (100 hours)	Website to be launched May 2008
Design and mail brochure announcing recognition award to all members of program database	EOC Staff (Yow, King)	Printing: \$1,000 Mail prep/postage: \$2,000 Total estimated cost: \$3,000	Brochure to mail May 2008 (to coincide with website launch)
Secure business partners for project (The staff recommendation is to secure two to three business partners to invest a total of \$30,000 annually to the initiative. This amount would make available three \$10,000 awards.	Members of EOC Public Awareness subcommittee		Need business partner commitments by February 2008
Judge nominations submitted for SC Champions of Literacy	Select members of Advisory/work group	\$0	April 2009
SC Champions recognized	EOC members, staff, Advisory/Work group	Cost to business partners: \$10,000 annually Estimated cost to EOC staff: \$250	May-June 2009
Evaluate program with on-line survey to database members.	King, Yow	EOC staff commitment January-May 2008 Yow (180 hrs) King (100 hrs)	Survey to be distributed April 2009

Strategy 2: Work with PAIRS Advisory Board and a media partner to promote the work of SC Literacy Champions and the importance of service-learning partnerships focused on literacy.

TACTIC	INVOLVED PERSONS	BUDGET	TIMEFRAME
Present proposal to PAIRS Advisory Board to seek support for project	EOC Staff, PAIRS Advisory Board	\$0 In-kind support to be requested	March 2008
Present proposal to media partner seeking media partner for project	EOC staff	\$2,000 for in-paper promotion of SC Literacy Champions; media partner to match funds and handle administration and distribution of business funds.	January 2008

Strategy 3: Work with available state and national groups with common missions.

TACTIC	INVOLVED PERSONS	BUDGET	TIMEFRAME
Partner with SC Campus Compact (detail below)	EOC members, staff	\$0	January 2008

Total Commitment

Business partners: \$10,000 annual commitment

EOC: First year commitment: \$5,750 (\$3,500 in current fiscal year)

Staff time (January-May 2008): Yow (180 hours), King (100 hours)

Proposed partnership with SC Campus Compact

SC Campus Compact affiliated with the national Campus Compact in August 2007. The stated goals are as follows:

1. Build the capacity of South Carolina's higher education institutions to work collaboratively with their local communities to improve the quality of life for South Carolina's citizens with an emphasis on addressing specific issues that affect the low-income community.
2. Build the volunteer-service base in South Carolina communities.
3. Support faculty and staff who seek to integrate public service and civic engagement into their teaching and research.
4. Provide opportunities for South Carolina college students to engage in service-learning, community-service, and civic-engagement activities that address areas of need and concern for the citizens of the state of South Carolina.

5. Mobilize and leverage resources and funding from state, federal, corporate, and private entities to provide support for civic-engagement, community-service, and service-learning activities on members campuses.
6. Develop and implement ongoing assessment.

The presidents of the member institutions (representing private, public, two-year, and HBCU institutions) compose the President's Council. Currently, presidents from the following institutions compose the council: College of Charleston, SC State University, Coastal Carolina University, Orangeburg-Calhoun Tech, Winthrop University, Benedict College, Clemson University, Newberry College, University of SC-Salkehatchie, Charleston Southern University, Francis Marion University, University of SC-Aiken, Claflin University, Lander University, University of SC – Upstate, and University of SC-Beaufort. Each member institution has paid \$6,000 in dues to participate in the Compact.

An Advisory Committee to the Presidents' Council is responsible for policy/planning functions for the Compact. According to Lauren Collier, current Interim Director of the Compact and Director of Service Learning for the College of Charleston, the Compact would be very interested in a member of the EOC or a designee serving on the Advisory Committee to the President's Council. The Compact would like to assist in the development of the current proposal involving higher education service-learning.

APPENDIX A: Service Learning in South Carolina -- Inventory of Existing Programs

South Carolina Programs

Service-learning initiatives – some which specifically address literacy-- exist in South Carolina post-secondary institutions. Their efforts often operate individually. Neither the SC Commission on Higher Education or SC Independent Colleges and Universities, Inc. maintain a listing or database of service learning programs.

A sample of post-secondary service learning programs is listed below:

University of South Carolina - Columbia (Public Institution)

Description: Cocky's Reading Express is a collaboration of University of South Carolina Student Government and the University's School of Library and Information Science. USC students (with the school's mascot Cocky) read to children in communities. Cocky and the USC students "help the children understand the importance of life-long reading." All children are given books to take home, reminders of their visit from Cocky and the USC students. The project is coordinated within the University's Student Government Office.

Reach/Impact: Cocky's Reading Express has reached 7,000 children in 18 counties. The goal is to reach school children in each of South Carolina's 46 counties, putting emphasis on high-poverty communities where the majority of children do not live in print-rich homes. Additionally, USC has discussed the possibility of building a network of mascots around the state and organizing a larger effort, building on the success of Cocky's Reading Express. Program organizers have been in contact with colleagues at other state-supported institutions and the program's name has recently been trademarked.

Budget/Funding Info: Dr. Andrew Sorenson, President of USC, donates the books used by Cocky's Reading Express – all Carolina-themed books, and his office incurs the cost. The transportation costs are incurred by the School of Library and Information Science and according to center director Ellen Shuler, most of those monies are provided by grant funding.

Contact: Ellen Shuler, Executive Director of the South Carolina Center for Children's Books and Literacy (an initiative of the library school housed at the SC State Library), coordinates the program and organizes visits to elementary schools across the state.

Clemson University (Public Institution)

Description: The Clemson University Service Alliance promotes both public and campus awareness of public service, community service, and service-learning efforts at the university. A number of service-learning opportunities exist for students, faculty, and staff through the Alliance.

- Created in 2005, the Civics and Service House is a living-learning community for Clemson students interested in community service and civic engagement. In 2006, the "community" became a recognized student organization for students. Students in the house work closely with staff in Clemson Institutes across the state and address specific needs identified in the surrounding community.

Students who live in the community are required to coordinate and participate in at least one group community service activity each semester. In addition, community members participate in at least three house-based meetings and/or activities held each semester.

- In addition, Clemson offers mini-grants for faculty working on service-learning projects and scholarships for students who promote community service in the area of youth development. The Community Scholars Program is a four -year scholarship program for academically talented and civically-engaged students who want to explore the nature of community and civic life through study, service, and research experiences in communities in South Carolina and abroad.
- An extensive, web-based database of agencies is available to students which lists community-service and service-learning opportunities.

Reach/Impact: The service learning projects at Clemson are primarily focused on the needs of communities and schools in upstate South Carolina.

Budget/Funding Info: Clemson University funds the Alliance and its initiative, as part of its Palmetto Pact program, which went into effect in the fall of 2005. Part of the Pact's mission is to "foster civic responsibility and public service among tomorrow's leaders....To help prepare graduates to be civic and community leaders."

Contact: Kathy Woodard, Clemson University Service Alliance staff
College of Charleston (Public Institution)

Description: The College of Charleston houses an Office of Service Learning at the college to link students, faculty, and staff with community needs. A full-time Service-Learning Coordinator is employed in the office. The College is the host-institution for South Carolina Campus Compact, a statewide group with a mission to "provide, promote, evaluate and sustain civic-engagement, service-learning, and community-service initiatives that provide South Carolina college students with the skills needed to be active, engaged citizens in the local communities, the state, the nation, and the world."

Reach/Impact: The service learning projects at College of Charleston are focused on the needs of communities and schools in Charleston and surrounding areas.

Budget/Funding Info: Office and activities funded through university and grant funding for specific projects.

Contact: Lauren K. Collier, Director of Service-Learning/Student Involvement

Winthrop University (Public Institution)

Description: Since 1997, Winthrop University has participated in the America Reads Challenge, a national initiative working to eliminating adult illiteracy. Tutors from Winthrop work with children ages five to ten years old in a variety of settings, including a local elementary school and the Winthrop Homework Clinic. The focus of tutoring sessions is on individual reading ability and pre-reading skills. Winthrop tutors must be federal work-study eligible, and must maintain at least a 2.25 GPA. They also must

commit to the program for an entire school year (two semesters). Tutors receive hourly wages between \$7 and \$7.50.

Reach/Impact: Program reports to have reached over 100 children in York County.

Budget/Funding Info: Federal funding for project

Contact: Winthrop University Volunteer and Community Service Office

Furman University (Private Institution)

Description: The Collegiate Educational Service Corps was founded in 1966 at Furman. The Service Corps originally had six students serving three agencies.

Reach/Impact: Each school year, more than 800 students work in 45 area agencies, from the Oakmont Nursing Home and the Free Medical Clinic to Greenville County schools and the Literacy Association. The organization has received the South Carolina Governor's Award and has been twice named as one of four finalists in the National Center for Voluntary Action's annual award in "recognition of outstanding volunteer service and achievement."

Budget/Funding Info: In 2002, Furman announced that more than \$1 million had been raised to support newly named Max and Trude Heller Collegiate Educational Service Corps. An additional goal of \$1.5 million has been set for an endowment to ensure the continued growth of the student volunteer organization.

Contact: Information not available

Wofford College (Private Institution)

Description: The Bonner Scholars Program began at Wofford during the 1991-1992 school year. Wofford's 80 Bonner Scholars serve 280 hours during the school year and 280 hours during the summer in local and national service agencies. Students engage in a range of service issues and focus areas including literacy and education, children and mentoring, senior services, hunger and homelessness, medical service, and environmental action. Students maintain their volunteer hours online and often are compensated for their volunteer work with a stipend and/or loan relief.

Reach/Impact: Wofford's Bonner Program began with twenty-five first-year students interested in combining their collegiate experience with their passion for community service. Many of the activities are concentrated in the Spartanburg-area.

Budget/Funding Info: Wofford College's Bonner Scholars Program is one of 27 collegiate service scholarship programs supported annually by the Corella and Bertram F. Bonner Foundation in Princeton, NJ.

Contact: Not available

Greenville Technical College (Technical College)

Description: Greenville Technical College has an active chapter of Rotaract, a Rotary-sponsored service club for young men and women ages 18 to 30. Rotaract clubs are

sponsored by a local Rotary club and are considered "partners in service" with the local club.

Reach/Impact: Greenville area

Budget/Funding Info: Dues and donation funded

Contact: Mary S. Locke, Chrinjev Peterson, Mary A. Ryan-Morris, Advisor

National Organizations

Jumpstart

Description: Jumpstart is a national nonprofit organization with a goal of building literacy, language, social, and initiative skills in young children. The group does this by pairing motivated college students, called Corps members, with preschool children from low-income communities in caring and supportive one-to-one relationships for an entire school year.

Jumpstart currently partners with nearly 70 colleges and universities around the country to connect with more than 13,000 children each year. Jumpstart's higher education partners engage in a high quality program proven to improve school readiness in young children. The program can be structured as co-curricular Work-Study, as a voluntary service opportunity, as a Service-Learning offering through academic courses, or as a combination of all of these options.

Reach/Impact: There are currently 14 participating colleges and universities in Jumpstart's Southern Region; none are in South Carolina. Participating institutions are Florida State University, Georgia Institute of Technology, Georgia State University, Morehouse College with Spelman College, Southern University, University of Virginia, Southeastern Louisiana University, Texas Southern University, Texas Tech University, University of New Orleans, Georgetown University, The George Washington University, Howard University, and University of the District of Columbia.

According to a Jumpstart official, there are no current plans to establish a Jumpstart partnership involving a university in South Carolina. Evaluation of potential sites is an ongoing process and above all else, Jumpstart staff considers the proximity of a large public university to a large, urban area of high poverty.

Budget/Funding Info: Corporate/grant funding

Contact: Sekou Biddle, Executive Director, Jumpstart Southern Regional Office, Washington, DC

Campus Compact

Description: Campus Compact is a coalition of more than 1,100 college and university presidents – representing an estimated 6 million students – that works to advance the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility.

Through a national office and a network of 32 state offices (SC recently has affiliated), member institutions receive training and resources related to their specific initiatives.

Resources are available for college presidents, community service/service learning directors, faculty, and students.

Reach/Impact: In the past five years, Campus Compact member schools have reported a 60 percent increase in service participation. Ninety-eight percent of members have established one or more community partnerships, 98 percent offer service-learning courses, and 86 percent have a community service/service-learning office.

Budget/Funding Info: Funded by dues and support of numerous charitable foundations

Contact: www.compact.org

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Public Awareness Subcommittee

Date: February 11, 2008

REPORT/RECOMMENDATION

Recommendation to pilot a parent involvement media campaign with five school districts in South Carolina.

PURPOSE/AUTHORITY

According to Section 59-6-120 of the EAA, "When parents are involved with their child's education, students achieve more, regardless of socio-economic status, ethnic/racial background, or the parents' education level. The more extensive the parent involvement, the higher level of student achievement."

According to Section 59-28-200 of the Parental Involvement in Their Children's Education Act, the Education Oversight Committee and the State Superintendent of Education shall develop and publish jointly informational materials for distribution to all public school parents and to teachers. According to Section 59-28-210, the Education Oversight Committee shall disseminate the informational materials prepared pursuant to Section 59-28-200 to all districts and schools.

CRITICAL FACTS

Proposed pilot involves partnership of EOC, SC School Boards Association, five SC school districts, and national parent involvement media program "Be There".

TIMELINE/REVIEW PROCESS

Pilot to begin start of 2008-09 school year.

ECONOMIC IMPACT

Cost: up to \$12,000 in 2008-09 fiscal year

Fund/Source:
Public Awareness

ACTION REQUEST

☒ **For approval**

☐ **For information**

ACTION TAKEN

☐ **Approved**

☐ **Amended**

☐ **Not Approved**

☐ **Action deferred (explain)**

M E M O R A N D U M

TO: Members, Public Awareness Subcommittee

FROM: Dana Yow

DATE: January 7, 2008

RE: “Be There” Parent Involvement Media Campaign

On January 22, 2008, the Public Awareness Subcommittee will be joined by David Voss, President of Voss and Associates and creator of the “Be There” parent involvement media campaign.

The following information is prepared to provide the subcommittee with some historical/background information about the campaign and the EOC’s interest in it.

- **Spring 2007**
EOC staff received information regarding the “Be There” campaign from Debbie Elmore, Director of Communications of the SC School Boards Association and David Voss. Ms. Elmore and Mr. Voss provided an overview of the campaign and its purpose. At the time, the National School Public Relations Association had endorsed the campaign.
- **April 27, 2007**
SC Chapter of the National School Public Relations Association endorses the campaign. SC School Boards Association endorses shortly thereafter.
- **May 21, 2007**
Campaign introduced to the EOC Public Awareness Subcommittee. The subcommittee did not take action and asked staff to provide further detail regarding commitment and sponsorship.
- **January 11, 2008**
Staff from EOC, SC School Boards Association to participate in webinar with representatives from five SC school districts interested in participating in a pilot of program.

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Pilot details:

- Committed districts (current 1/24/08): Clarendon 1, Laurens 55, and Jasper.
- The pilot program will involve sharing cost of implementation of the campaign.
 - School districts will be asked to fund campaign materials of their choosing (examples of available items include posters, invitation brochure to parents introducing the campaign, interactive DVD to parents, direct mail, ads for placement in student guides, etc.) The campaign materials are provided free of charge from Voss and Associates. Districts will fund printing and duplication costs, when applicable.
 - The EOC and the SC School Boards Association will be asked to commit to purchasing billboard space in the participating school districts. The logos of all participating organizations and school districts will be included on all printed pieces.
 - The production of the DVD is underwritten by a \$100,000 grant received from the Bank of America Charitable Foundation. The groups have informally discussed launching the initiative at the beginning of the 2008-09 school year.

Pending approval by the EOC, a request of up to \$12,000 of public awareness funds will be allocated for this project in next fiscal year's budget.

For additional information about Be There, please visit the campaign website at www.bethere.org.

Thanks.



Inspiring Parents

Be There is a researched-based, multimedia campaign that inspires parents to become more involved in their children's lives and education.

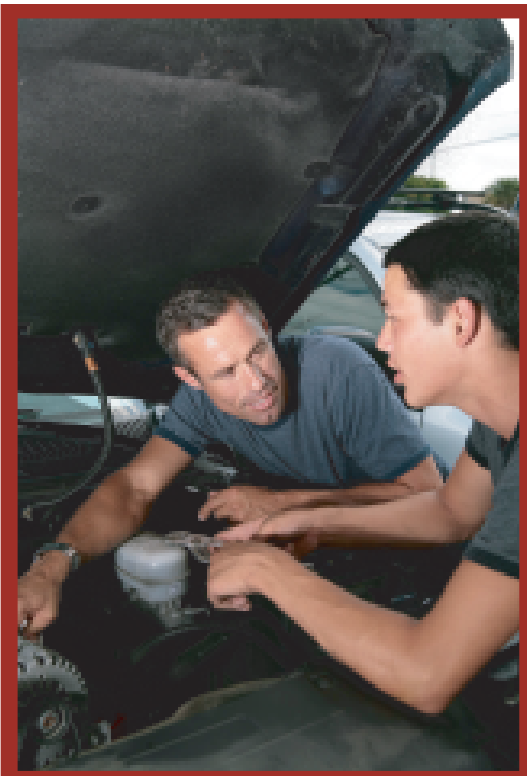
Ordinary moments become extraordinary when adults relate to their children during the daily routines of life. Teachable moments are everywhere.

Research proves that parent involvement has a significant impact on student success. It only takes a small increase in parent input to see measurable results in student output!

A PROVEN MEDIA CAMPAIGN PACKAGE

Be There is not a program or curriculum. It requires very little effort to implement. It's a media campaign in which the creators and the media do the work. You just champion the cause! The campaign is available to school districts, education associations and youth organizations at no cost, except for local printing and duplication.

The campaign package includes a variety of campaign materials, research information, web links, video and photography. The text and photography may be customized to align with district priorities. In addition, the creators assist with your launch.



Be There is endorsed by the National School Public Relations Association, the Sunshine State Public Relations Association and The Parent Institute and is supported by the National School Boards Association, Florida, Nebraska and Montana School Boards Associations, Florida Association of School Administrators, Florida DOE and the Florida Association of Partners in Education. After successful pilots in two Florida schools districts, the **Be There** campaign is being rolled out in many districts throughout the country this school year. With your district's participation, connecting with children could become the new norm across the nation.

Sheila Weiss, Campaign Manager • Voss & Associates, Inc. • 941.349.3836

sheila@vossandassociates.net • www.bethere.org • www.vossandassociates.net



February 11, 2008

TO: Members, Education Oversight Committee

FROM: David Potter

SUBJECT: Report on the Evaluation of the Child Development Education Program Pilot (CDEPP)

Attached for your information are the Recommendations for Implementation as taken from the Report on the Evaluation of the Child Development Education Program Pilot (CDEPP). As you may recall, a copy of the complete report and the summary report were sent to you in early January.

Attachment

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**Child Development Education Pilot Program (CDEPP)
Recommendations for Implementation – January 1, 2008**

Based upon the data collected and analyzed in the 2008 evaluation of the Child Development Education Pilot Program (CDEPP), the following recommendations are made for improving the implementation and administration of CDEPP and for expanding the program statewide in the future. These recommendations should ensure that the children at greatest need for quality four-year-old programs would receive services in the most cost-efficient manner possible. The recommendations also address the need for improved data collection and financial accountability systems to ensure that funding follows the child.

1. CDEPP should be continued in Fiscal Year 2008-09 and expanded beyond the plaintiff and trial districts pending the availability of state funding. Expansion should occur first in districts with the greatest poverty index as reflected on the annual school report cards. Upon statewide implementation the General Assembly should reallocate all or a portion of the Education Improvement Act (EIA) funds for the regular four-year-old program to CDEPP.

2. The continued use of public and private providers is essential to the future expansion of the program. Based on the 2007 facilities survey of CDEPP providers, in general, public schools in the plaintiff and trial districts were at or near current capacity to house four-year-old students. Less than 30% of the schools reported that they could house more students. On average, across the 38 districts, approximately two more children could be served per site. Among private centers, the findings were somewhat different. These centers indicated that they could enroll an additional six children on average within current approvals and available facilities. Furthermore, fewer than one in ten of these private centers (6%) indicated that there was a waiting list of CDEPP-eligible children wishing to enroll. Nearly one in every four (23%) of the private childcare centers responding to the survey indicated they could house an additional ten or more children. And, ultimately, subject to additional approvals and facilities considerations, these private centers envisioned serving 20 CDEPP children on average compared to the average of 14 they currently reported as being served. These space limitations likely extend to other school districts in the state.

3. The eligibility requirements should be amended to include not only children that qualify for the free and reduced-price federal lunch program and/or Medicaid but also children who score below the 25th percentile level on *DIAL-3* or a comparable and reliable screening assessment. Analyses by income level of both the statewide data and the data from CDEPP-implementing districts indicated that students from lower-income families (free- or reduced-price lunch and/or Medicaid eligible) had *DIAL-3* pretest scores below the national norm and significantly lower than students from higher-income families (pay lunch, not Medicaid eligible). Targeting students for preschool program services based on family income is an effective way to serve most students having developmental needs. However, a screening assessment such as the *DIAL-3* also is needed to identify students having developmental delays who need additional diagnosis and educational services, regardless of family income. Analyses of the scores of students from families having incomes higher than the levels required for CDEPP eligibility revealed that approximately one-third of these students scored at or below the 25th percentile on two or more of the *DIAL-3* subscales when they entered preschool. This finding suggested that these students also had developmental needs which could benefit from a high quality, full-day preschool educational program.

4. Continuation and expansion of CDEPP requires better data collection not only for evaluation purposes, but also, and more importantly to improve the administrative and financial accountability of the program. All children enrolled in CDEPP should have SUNS identification numbers upon enrollment in the program. *DIAL-3* data or other assessment data should be reported for all students participating in CDEPP. And, the funds appropriated for each child should be allocated and expended based on the days of service provided.

5. Due to the likely overpayment of funds to private providers in the first year of the pilot program and due to the inability of the Department of Education to reimburse school districts for actual days attended by CDEPP eligible children, the General Assembly should require financial accountability controls similar to those in Georgia for all providers participating in CDEPP. The Georgia Department of Early Care and Learning, Bright from the Start, annually publishes the guidelines that all Pre-K providers, both public and private providers, follow. Section 19 *The 2007-2008 School Year Pre-K Providers' Operating Guidelines* stipulates the audit and accounting requirements of providers in their full-day, universal 4K program. The guidelines reserve the right of the Georgia Department of Early Care and Learning to require

an independent, certified financial audit of providers at the expense of the provider. The agency also reserves the right to conduct Agreed Upon Procedures (AUP) reviews of providers. All Pre-K providers in Georgia are required to “maintain financial records to track Pre-K expenditures in accordance with generally accepted accounting principals (GAAP). All records must be retained for a minimum of three years.”

6. Given the recent implementation of the CDEPP program and, to date the general lack of compelling evidence that teachers’ credentials and degrees strongly relate to program quality and children’s outcomes in early childhood, the current CDEPP teacher qualifications should be continued.

7. Given the variation in teacher credentials and compensation of teachers in CDEPP, the current reimbursement system should be amended prior to statewide implementation of the program. The reimbursement per child would reflect a higher per child rate for teachers who earn and maintain early childhood certification and four-year degrees beyond the minimal requirement of a two-year associate degree. The per-child rate should be based on a minimum class size, with the inclusion of waivers for centers in rural areas of the state. The EOC will make recommendations regarding the compensation system in its 2009 CDEPP report.

8. Given the need to provide on-going technical assistance and professional development to CDEPP teachers, state administrators of the program should develop and publish an annual technical assistance and professional development plan that includes methods to directly evaluate implementers’ and participants’ professional support for CDEPP personnel.

9. At a minimum, no provider should receive funds to equip a new classroom unless the provider continuously enrolls a minimum of five CDEPP children in the school year. Cost-efficiencies must be implemented to guarantee the greatest return on the state’s investment in children.

10. Based on the initial implementation of CDEPP, one agency or office should be accountable for the administration and implementation of CDEPP. This recommendation is based on several factors. First, there are duplicative costs, both direct and indirect, of administering CDEPP. If the program is expanded, these costs will increase. Second, neither the Office of First Steps (OFS) nor the South Carolina Department of Education (SCDE) is ideally positioned to implement the program for all providers without improvements in policies and procedures related to data collection, financial reimbursement, monitoring and recruitment. While this report includes specific commendations for OFS and SCDE, it also highlights shortcomings for both. Due to other statutory responsibilities of both OFS and SCDE, neither organization is able to focus exclusively on the implementation and future expansion of this program which will require extensive collaboration and planning between many agencies and providers. And, finally, though CDEPP is considered one program, it is currently funded and administered by two separate entities. For example, the South Carolina Department of Education had to reallocate \$1.2 million in discretionary general fund monies to CDEPP this year, while the Office of First Steps, which is funded through the Department, is anticipating a balance of \$5.4 million this year. Therefore, the recommendation is that the legislature adopts one of the following options:

- **Option 1:** Reallocate all existing resources and funds to either the Office of First Steps, to the South Carolina Department of Education or to a new entity which would have sole responsibility for administering the program for both public and private providers;
- **Option 2:** Create a separate office in the Department of Education that solely focuses on implementation and administration of CDEPP for both public and private providers with existing resources reallocated to this office. Like the Office of First Steps which is currently funded through the South Carolina Department of Education, the newly created office would have a coordinating or governing council including but not limited to representatives from the Department of Social Services, Head Start, the Department of Health and Human Services, the Office of First Steps, and the Department of Education. The council would assist in the implementation and expansion of CDEPP.

If the current dual system of administering and implementing CDEPP continues, the recommendation would be that both the Office of First Steps and the South Carolina Department of Education have direct and reasonable appropriations for administrative expenses for each organization.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: None

Date: February 11, 2008

REPORT/RECOMMENDATION

Informational report on National Board Certification

PURPOSE/AUTHORITY

SECTION 59 6 110. Duties of Accountability Division.

- (1) monitor and evaluate the implementation of the state standards and assessment;
- (2) oversee the development, establishment, implementation, and maintenance of the accountability system;
- (3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and
- (4) perform other studies and reviews as required by law.

CRITICAL FACTS

Members of the EOC requested information on the National Board Certification program. This report provides additional information to the report delivered to the EOC at the August 14-15, 2007 meeting.

TIMELINE/REVIEW PROCESS

June 2007 - January 2008

ECONOMIC IMPACT

Cost: FY08 Appropriation - \$51,885,838

Fund/Source:
EIA/General Fund

ACTION REQUEST

☐ For approval

☒ For information

ACTION TAKEN

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS
Informational Paper
January 2008

Introduction

In the mid-1980s the Carnegie Corporation's Forum on Education and the Economy funded a Task Force on Teaching as a Profession. The task force's 1986 report, "A Nation Prepared: Teachers for the 21st Century," called for the creation of a board to "define what teachers should know and be able to do" and "support the creation of rigorous, valid assessments to see that certified teachers meet those standards."¹ With the leadership of former North Carolina Governor Jim Hunt, the National Board of Professional Teaching Standards (NBPTS) was formed in 1987 to "advance[e] quality teaching and learning." The NBPTS mission statement defines its functions as the following:

Maintaining high and rigorous standards for what accomplished teachers should know and be able to do
Providing a national voluntary system certifying teachers who meet these standards
Advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers²

The process for certification includes paper-pencil assessments, teaching portfolios, including videos, and documentation of reflective practices. There are costs to apply, set by NBPTS: a \$65 nonrefundable application processing charge and a \$2,500 assessment fee (increased in 2006-07 from \$2,300), of which \$500 is nonrefundable.³ Teachers report spending 200-300 hours preparing the portfolio and preparing for the assessments. Applicants must complete the process within a three-year period; the system does provide for "banking" positive results on each criterion during the application period. The process evaluates teacher competence relative to the five core propositions of the NBPTS. These are the following:

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to students;
3. Teachers are responsible for managing and monitoring student learning;
4. Teachers think systematically about their practice and learn from experience;
and
5. Teachers are members of learning communities.

The first national certificates in the United States were awarded in 1993-94. The certificate is valid for ten years and may be renewed.⁴

South Carolina's General Assembly began with a modest appropriation of \$120,000 for the program in Fiscal Year 1998. At that time the state reimbursed teachers for the application fees and provided a one-time bonus for teachers achieving the certification. This practice continued through Fiscal Year 2000. For Fiscal Year 2001 and beyond, Governor Jim Hodges established the goal that South Carolina would employ 5,000 teachers with National Board for Professional Teaching Standards (NBPTS) certification by the end of 2005. Governor Hodges joined his colleagues in North Carolina, Florida and Texas in defining National Board Certification as a priority state investment. To encourage teachers to pursue the national certification, the General Assembly provided a cancelable loan for the application fees and an annual bonus of \$7,500 for each of the ten years in which the certification is valid. Investments in the program have increased significantly over the last ten years as shown in Table 1 below.

Table 1
State Investments in National Board of Professional Teaching Standards Certification

STATE APPROPRIATIONS				% Increase over the Prior Year
Fiscal Year	General Funds	Education Improvement Act (EIA)	Total	
2007-2008	6,061,304	45,824,534	51,885,838	7.84 %
2006-2007	6,061,304	42,051,196	48,112,500	14.83%
2005-2006	2,627,126	39,280,874	41,898,000	6.76%
2004-2005	11,276,610	27,968,264	39,244,874	6.63%
2003-2004	36,803,080	0	36,803,080	12.15%
2002-2003	20,790,266	12,024,241	32,814,507	115.27
2001-2002		15,243,507	15,243,507	122.15%
2000-2001		6,861,770	6,861,770	1757%
1999-2000		369,490	369,490	207.91%
1998-1999	0	120,000	120,000	0
1997-1998	0	120,000	120,000	

Source: General Appropriations Acts, 1998-2008.

Funds in 2006-2007 were spent in the following manner:

NBPTS for loans	\$ 2,951,300
Refunds from withdrawn candidates	(11,250)
CERRA Administration	147,033
Teachers-Governors' schools	71,520
Teachers-Local Districts	44,682,568
TOTAL:	47,841,171
	99.43 % of appropriations⁵

Since South Carolina began paying the application fee up front as part of the application process, 10,683 individuals have taken advantage of the program (see Table 2). Furthermore, there have been at least 115 individuals to pay the application fee themselves, though the total number of additional applicants is unknown as individuals paying the application fee themselves can choose to not report their application publicly. Of the 9,344 individuals who applied between 2000-01 and 2006-07, 5,090, or 54.47 percent, achieved certification by the end of 2007.

Table 2
National Board Certification Applicants Since 2000-01

Data from SC Loan Database Number of Applicants	Applicants	Achieved Certification over Three Years	Data supplied by NB- includes applicants not receiving SC loan		
			Number	Difference	Private School
2000-2001	1,839	1,265	n/a	n/a	n/a
2001-2002	2,198	1,219	n/a	n/a	n/a
2002-2003	1,075	593	n/a	n/a	n/a
2003-2004	953	542	967	14	1
2004-2005	1,162	624	1,175	13	1
2005-2006	939	484*	956	17	2
2006-2007	1,178	363*	1,209	31	0
2007-2008	1,339	TBD	1,379	40	4
Total	10,683	5,090*	5,686	115	8

Data provided 2008 by CERRA from the South Carolina application database and from National Board of Professional Teaching Standards (NBPTS) *Total number still to be determined as there are 860 individuals who are eligible for retake.

According to NBPTS, today South Carolina has the third highest number of National Board certified individuals in the nation, and at 12.1 percent, the second highest percentage in the nation. South Carolina also boasts the second largest number of African-American teachers who are NBPTS-certified.⁶ A large majority (70.8 percent) of NBPTS-certified teachers (in 2007 45,000 of the 64,000 certified nationally) were in southern states. The number of NBPTS-certified teachers in states served by the Southern Regional Education Board and the state incentive follow:⁷

	Certificates as of December 2007	State Monetary Incentives
United States	63,821	
SREB states	45,199	
Alabama	1,330	\$5,000 annually for certificate life
Arkansas	844	\$5,000 annually for certificate life
Delaware	395	12 % of the state portion of salary for certificate life
Florida	10,877	10% of prior year's state average salary for certificate life
Georgia	2,443	10% of salary applicable only in "high needs" schools
Kentucky	1,375	\$2,000 annually for certificate life
Louisiana	1,217	\$5,000 annually for certificate life
Maryland	1,055	State match local incentives up to \$2,000
Mississippi	2,685	\$6,000 annually for life of certificate
North Carolina	12,775	12 percent of state portion of salary
Oklahoma	1,995	\$5,000 annually for certificate life
South Carolina	5,734	\$7,500 annually for certificate life
Tennessee	287	No state monetary bonus
Texas	393	No state monetary bonus
Virginia	1,435	\$5,000 bonus initial years, \$2,500 for certificate life
West Virginia	359	\$2,500 annually for certificate life

SREB states vary on support of the application fee. Several states, such as Alabama and Arkansas, provide an application loan for candidates, but require candidates who are successful in obtaining certification to commit to teach in the public schools in the state for a certain length of time (5 years in Alabama, 2 years in Arkansas). Delaware pays the fee, but the candidate must pay the fee back within two years of receiving certification. Other states, like Florida and Georgia, pay a percentage of the fee.

Not all NBPTS-certified teachers are employed as teachers in S. C. public schools – at least 25 teachers were working in private schools. In addition, some have entered school or district level administration, others have retired, and several are deceased.

The Center for Educator Recruitment Retention and Advancement (CERRA) is the lead agency for the NBPTS program for South Carolina; the State Department of Education (SDE) manages all fiscal matters through its Office of Finance. These funds at CERRA provide for 1.75 FTEs to encourage teachers to participate in the program, either by providing information or linking the potential applicant to NBPTS-certified teachers. CERRA administrative funds (shown below) are incorporated in the program appropriations: The CERRA loan manager processes all repayments and correspondence related to the 8,000 teachers who are pursuing or have received certification or are in the process of repaying the loans.

2001 - 2002 \$135,000
 2002 - 2003 \$100,000
 2003 - 2004 \$100,000
 2004 - 2005 \$122,405
 2005 - 2006 \$141,579
 2006 - 2007 \$147,033
 2007 - 2008 \$151,956 (estimate)

As South Carolina promoted NBPTS certification for teachers, questions have been raised about the purpose and impact of national certification, the costs and benefits to the state, and the equitable availability of NBPTS-certified teachers among schools so that all students benefit. These concerns can be clustered within four questions:

- What is South Carolina's goal in providing an incentive for NBPTS certification? Is that purpose being accomplished? If so, for whom, and if not, what are the barriers?
- Does NBPTS certification make a difference within the profession, to schools and districts and to students?
- How do South Carolina and the school districts encourage teachers to achieve NBPTS certification? What is the impact on the statewide teaching force?
- How do we address uneven availability of NBPTS-certified teachers among the schools of the state?
- What are the long-range financial projections for paying the supplement (i.e., how do renewal and/or retirement decisions impact the cost to the state)?

What is South Carolina's goal in providing an incentive for NBPTS certification?

A goal for the National Board certification program is not established in either South Carolina statutes or in the annual appropriations acts.

Embedded within the NBPTS mission is the implication that the national certification is to recognize teachers at an "accomplished" level which is presumed to be beyond the requirements of state certification and the clear intent of creating an advocacy group for quality teaching and learning. Some policymakers indicate that the certification program should accomplish one or more of the following purposes: recognize and reward strong teachers, increase teacher salaries generally, create a circumstance in which classroom teaching is a career path with financial rewards equal to administrative positions, provide a strong professional development experience and increase the value of teaching as a profession.

South Carolina's General Assembly establishes the state's investment in the NBPTS program through two provisos in the annual appropriations act. The 2007-2008 language provides the following:

- 1.51 Public school classroom teachers or classroom teachers who work with classroom teachers who are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards shall be paid a \$7,500 salary supplement in the year of achieving certification. Teachers employed at the special schools shall be eligible for this \$7,500 supplement. The special schools include the Governor's School for Science and Math, Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice and Palmetto Unified School District 1. The \$7,500 supplement shall be added to the annual pay of the teacher for the length of the national certificate. However, the \$7,500 supplement shall be adjusted on a pro rata basis for the teacher's FTE and paid to the teacher in accordance with the district's payroll procedure. The Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) shall develop guidelines and administer the programs whereby teachers applying for National Board for Professional Teaching Standards for certification may receive a loan equal to the amount of the application fee. One-half of the loan principal amount and interest shall be forgiven when the required portfolio is submitted to the national board. Teachers attaining certification within three years of receiving the loan will have the full loan principal amount and interest forgiven. Teachers who previously submitted a portfolio to the National Board for Professional Teaching Standard for certification under previous appropriation acts, shall receive reimbursement of their certification fees as prescribed under the provisions of the previous appropriation act. Of the funds appropriation in Part IA, Section 1, XIII.A. for National Board Certification, the State Department of Education shall transfer to the Center for Educator Recruitment,

Retention, and Advancement (CERRA-South Carolina) the funds necessary for the administration of the loan program. In addition, teachers who are certified by the National Board for Professional Teaching Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for national board certification. National board certified teachers moving to this State who hold a valid standard certificate from their sending state are exempted from initial certification requirements and are eligible for a professional teaching certificate and continuing contract status. Their recertification cycle will be consistent with national board certification. Provided, further, that in calculating the compensation for teacher specialists, the State Department of Education shall include state and local compensation as defined in Section 59-18-1530 to include local supplements except local supplements for National Board certification. Teacher specialists remain eligible for state supplement for National Board certification. Teachers who begin the application process after July 1, 2007 and who teach in schools which have an absolute rating of below average or unsatisfactory shall be eligible for full forgiveness of all assessments fees upon submission of all required materials for certification, regardless of whether certification is obtained. The forgiveness of all assessment fees will be at the rate of 33 % for each year of full time teaching in the schools which have an absolute rating of below average or unsatisfactory.

- 1.52 National Board Certification Incentive appropriation excess of all obligations to include the national board certification incentive salary supplement, related fringe, loan principal amount and interest forgiven and the administration funds necessary for the Center for Educator Recruitment, Retention and Advancement (CERRA-South Carolina) and the Department of Education shall be distributed to school districts and allocated based on the Education Finance Act Formula.

Within Title 59 of the South Carolina Code of Laws, 1976, as amended, there are two references to NBPTS certification—one addresses the alignment of certificate renewal and inclusion in ADEPT evaluation criteria and the other addresses the cancelable loan for application fees.

Section 59-5-85. Teacher evaluation program standards and procedures. [SC ST SEC59-5-85] The State Board of Education and the Department of Education shall review and refine, as necessary, the professional performance dimensions in the state's teacher evaluation program (ADEPT) established in Section 59-26-30(B) to ensure the dimensions are consistent with nationally recognized performance-based accreditation standards and certification standards of the National Board for Professional Teaching Standards certification standards. National board certified teachers shall be included in this review. A report on the changes to the dimensions must be provided to the Education and Public Works Committee of the House of Representatives and the Education Committee of the Senate no later than September 1, 2001. The Department of Education shall implement a pilot program to develop procedures and obtain information for including student achievement as a component in the teacher evaluation program (ADEPT). No fewer than five school districts must participate in the development and pilot of the procedures. At least one district designated as impaired is to be included in the pilot if the district chooses. The development of the program is to begin no later than September 1, 2000. A report on the progress of the project and recommendations concerning its implementation is due to the Education Committee of the Senate and the Education and Public Works Committee of the House of Representatives by March 1, 2001. Further, the Department of Education shall develop guidelines for the teacher induction program, established in Section 59-26-20, which shall include sustained long-term coaching and assistance. Information on best practices in teacher induction programs must be disseminated to school districts. By July 1, 2000, the State Department of Education shall adopt criteria for the selection and training of teachers who serve as mentors for new teachers as a part of the induction program.

Section 59-26-85. NBPTS recertification; development of application fee loan program[SCSTSEc59-26-85](A) Teachers who are certified by the National Board for Professional Teaching Standards (NBPTS) shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for National Board certification and NBPTS certified teachers moving to this State are exempted from initial certification requirements and are eligible for continuing contract status and their recertification cycle will be consistent with National Board certification. Teachers receiving national certification from the NBPTS shall receive an increase in pay for the life of the certification. The pay increase shall be determined annually in the appropriations act. The established amount shall be added to the annual pay of the nationally certified teacher.

(B) The Center for Teacher Recruitment shall develop guidelines and administer the programs whereby teachers applying to the National Board for Professional Teaching Standards for certification may receive a loan equal to the amount of the application fee. One-half of the loan principal amount and interest shall be forgiven when the required portfolio is submitted to the national board. Teachers attaining certification within three years of receiving the loan will have the full loan principal amount and interest forgiven.

Does NBPTS-certification make a difference within the profession, to schools and districts and to students?

Not unlike the experience in other states, NBPTS-certified teachers tend to cluster in urban and suburban schools and in higher-performing schools. Are NBPTS-certified teachers better teachers or do better teachers tend to pursue certification? Studies have explored the correlation between NBPTS certification and strong student results. These studies cite a relationship between teacher status and student performance; however the studies cited by the NBPTS, SREB and others are not able to link student performance to any one variable. NBPTS has asserted that certification leads to positive results. In summary information on its website the NBPTS cited the following:

- Research is consistently positive about the impact of National Board Certification on improvements to teacher practice, professional development and areas of school improvement that are critical to raising student achievement. For example:
NBCTs consistently outperform their peers in knowledge of subject matter, ability to adapt instruction and ability to create challenging and engaging lessons: - L. Bond, University of North Carolina, Greensboro
- National Board Certification is more effective and cost-effective than other professional development methods: - C. Cohen, The Finance Project
- Teachers who pursue National Board Certification show significant improvements in their teaching practices, regardless of whether they achieved certification: - D. Lustick, Michigan State University
- NBPTS demonstrates greater influence on teacher mentoring, leadership, team-building, professional development and evaluation, curriculum development, efficacy and overall school leadership: - M. Freund, George Washington University, - T. Petty, University of North Carolina, Chapel Hill
- Independent studies show students of NBCTs do better on standardized tests than students of non-NBCTs. For example, students of NBCTs score 7 to 15 percentage points higher on year-end tests than students of non-NBCTs. NBCTs were particularly effective with minority students:- D. Goldhaber, University of Washington
- In 48 comparisons (4 grades, 4 years of data, 3 measures of academic performance), students of NBCTs surpassed students of non-NBCTs in almost three-quarters of the comparisons. The learning gains were equivalent (on average) to spending about an extra month in school: - L. Vandevort, Arizona State University
- More math NBCTs helped their students achieve greater testing gains in 9th and 10th grades than their non-certified colleagues—demonstrating particular benefits among

special needs students and African-American and Hispanic students: - L. Cavalluzzo, The CNA Corporation

- Students of NBCTs exhibit deeper learning outcomes more frequently than students of non-NBCTs: - T. Smith, Appalachian State University
- NBCTs accounted for significant differences for students by certain grades and subject areas: - W. Sanders, SAS Institute
- NBCTs showed strong performance in practice-related areas such as graduate coursework, student assignments and quality of planning practices:- W. McColskey and J. Stronge, University of North Carolina, Greensboro and The College of William and Mary
- NBCT certification provides a positive signal of teacher productivity in some cases:- D. Harris and T. Sass, Florida State University

All of the research contributes to understanding and improving the National Board Certification process. Yet, it is misleading to draw major conclusions about the overall value and impact of National Board Certification based solely on individual studies. No single study or small group of studies can effectively describe the range of impact of the National Board Certification process⁸

Other studies reveal mixed effects regarding National Board Certification. For example, several research studies conducted by W. Sanders, SAS Institute; W. McColskey and J. Stronge, University of North Carolina, Greensboro and The College of William and Mary; and Douglas Harris and T. Sass, Florida State University indicate that students of NBCTs did not demonstrate significantly better rates of academic progress as compared to students of non-NBCTs.

As is often found in educational research, a constellation of factors result in higher or lower student achievement.⁹ Recent studies by the Center for Analysis of Longitudinal Data in Education Research (CALDER) are more critical describing NBPTS certification as a “distinctive mixture of certification, preparation and merit pay, but that does not necessarily make it a more cost-effective policy compared to other options.” CALDER further states that “[t]here is little evidence that the process of becoming NBPTS certified increases teacher productivity or that NBPTS-certified teachers in a school enhance the productivity of their colleagues.”¹⁰ The CALDER findings are inconsistent with a 2004 study conducted by Vandevoort and others that found statistically significant positive differences in the performance of students taught by NBPTS-certified teachers.

A 2005 evaluation of the relationship between the national certification and student performance conducted by the University of South Carolina yielded inconsistent results and, like other studies, was unable to untangle the contributions of NBPTS certification from a number of other variables impacting student performance.¹¹

How do South Carolina and individual school districts encourage teachers to achieve NBPTS certification? What is the impact on the statewide teaching force?

Fifty-nine (59) South Carolina public school districts offer support or additional compensation to teachers pursuing and attaining National Board certification. These local incentives are displayed in Appendix A. To assist in the application process, districts often provide paid leave time, funds for retakes of the examinations, and clerical support. District salary supplements range from a one-time \$1,000 bonus to a \$5,500 annual supplement for the life of the certificate.

These supplements are in addition to the state supplement. The projected total of the local supplements was \$10.2 million for FY06.

Beginning with the 1984 Education Improvement Act, South Carolina has funded teacher salaries at the Southeastern average level. The determination of that average is based upon all funds paid to classroom teachers, regardless of state or local source. Therefore, the supplements paid to roughly 5,000 NBPTS-certified teachers impact the statewide average salary paid across approximately

53,000 teachers. The amount paid in the state supplement contributes to the southeastern average. Local supplements paid in 59 districts for NBPTS-certification are reported in the local residual contribution to the southeastern average and the exact impact on the southeastern average cannot be disaggregated from the residual. The cumulative local NBPTS supplement is estimated in FY07 to be \$10.2 million. This estimate is achieved by multiplying the number of NBPTS teachers in each district by the supplement amount listed in Appendix A. Over the last four years that contribution has been:

Impact of State Supplement

FY05 \$578
FY06 \$656
FY07 \$735
FY08 \$834

Impact of Local Supplement

not available
\$146
\$179
to be determined

The concentration of these supplements skews the southeastern average and exacerbates salary differentials among school districts.

How do we address uneven availability of NBPTS-certified teachers among the schools of the state?

The distribution of NBPTS teachers across districts is uneven. As the detail in Appendix A showcases, the percentage of teachers with NBPTS certification in a district ranges from none percent to just over 21 percent. Suburban districts are more likely to have larger percentages of teachers with NBPTS certification. They tend to offer bonuses in addition to the state supplement and support teachers through the applications process.

When those same data are examined by 2007 district absolute performance rating, the following distribution is evident:

Table 3
Distribution of National Board for Professional Teaching Standards Teachers
By District Absolute Rating

2007 Absolute Rating (N)	TOTAL NBCTs receiving stipend 9/07	% of STATE NBCTs	Total ALL Teachers	% of NBCTs to ALL Teachers
Excellent (0)	0	0	0	0
Good (7)	664	14.6%	4,457	14.9%
Average (39)	2,696	59.29%	28,701	9.39%
Below Average (22)	1,044	22.96%	12,366	8.44%
Unsatisfactory (17)	143	3.14 %	3,696	3.87 %
Total (85)	4,547	100%	49,220	9.24 %

Informal conversations with teachers in rural districts indicate the need for collegial support and the isolation a teacher may experience if he/she is the only teacher in the school pursuing certification. Keeping track of time lines, developing documents and video-taping one's own teaching are among the challenges compounded when a teacher is the only teacher in a school pursuing certification.

Responding to the disparity in the distribution, there have been a number of legislative proposals in recent years to award the state incentive only when the NBPTS-certified teacher is employed in a rural or in a low-performing school. These proposals have failed, often meeting resistance because the underlying premise is taking an asset from one district and giving it to another. A change in policy has emerged in the current year. In the 2007-2008 General Appropriations Act, the proviso governing NBPTS supplements is amended to allow teachers who begin the application process after July 1, 2007, and who teach in schools with an absolute rating of Below Average or Unsatisfactory to be eligible for full forgiveness of all assessment fees regardless of whether they achieve certification. The

loans would be forgiven at the rate of 33 percent for each year of full time teacher in schools with an absolute rating of Below Average or Unsatisfactory.

Other states are using a number of strategies to increase the proportion of teachers earning National Board certification. Some of the more notable include a project housed at Arizona State University which supports cadres of teachers pursuing certification. The establishment of a supportive cadre of teachers enables teachers to learn from one another and to provide collegial support throughout the process. Charlotte-Mecklenburg School District provides a series of support activities from early interest activities through paid leave and technical supports (see Appendix B).

CERRA currently provides information and regular candidate support through a voluntary network of NBPTS-certified teachers. NBC liaisons are appointed in 85 local districts, the Department of Juvenile Justice, the Governor's School for the Arts and Humanities and the South Carolina School for the Deaf and the Blind. CERRA, in partnership with the South Carolina Education Association and the National Board, is sponsoring three National Board professional development communities (Charleston, Chesterfield and Orangeburg counties) in an effort to develop indigenous groups in settings with low numbers of NBPTS-certified teachers.

What are the long-range financial projections for paying the supplement (i.e., how do renewal and/or retirement decisions impact the cost to the state)?

At the beginning of the 2007-08 school year, there were 5,226 individuals who had earned National Board certification in South Carolina. Of that 5,226, 17 were employed in private schools and had never worked in South Carolina public schools. Fourteen individuals who had earned National Board certification since 1994 were deceased. Of the 5,195 remaining individuals, 4,611 were still employed and contributing to the South Carolina Retirement System, including 4,547 individuals receiving all or part of the \$7,500 stipend. Overall, 584 individuals had retired and were no longer working in South Carolina schools, had left the state to teach elsewhere, or were no longer working in South Carolina public schools but had not officially retired.

Further analysis of the 5,226 individuals found that 626 had retired and/or TERled between 1997 and 2007. Of the 626, 405, or 64.7 percent, were employed in the public schools of South Carolina during 2006-07 and made contributions to their retirement accounts. Table 4 shows the distribution of certified individuals and retirement patterns since 1994.

Table 4
Retirement Patterns of National Board Certified Teachers, 1997-2007

Year of Retirement	Year of National Board Certification											
	1994	1995	1998	1999	2000	2001	2002	2003	2004	2005	2006	
1997	0	0	0	0	0	0	1	0	0	0	0	
2001	0	0	1	1	2	2	4	2	0	2	0	
2002	0	0	0	1	4	5	4	2	1	1	0	
2003	0	0	0	1	29	22	9	10	2	4	2	
2004	1	0	0	2	16	63	30	11	2	1	0	
2005	0	0	0	0	14	32	42	17	7	4	3	
2006	0	0	0	0	12	28	42	33	9	2	0	
2007	0	1	0	1	9	37	36	36	15	6	2	
Total	1	1	1	6	86	189	168	111	36	20	7	626
Total Cert that yr	1	1	9	35	350	953	1094	889	658	585	653	

Between the end of 2006-07 and the beginning of 2007-08, 351 individuals who earned the stipend in 2006-07 were not eligible to receive the stipend in 2007-08 for various reasons; the number of

individuals receiving certification in 2007 was 657, with a net increase from 2006-07 of 306 individuals, or a financial commitment of \$2,760,426 if the entire 306 are eligible for the stipend. The individuals who received certification in the early years of the program have begun to retire, and while the growth of the program has not completely peaked, the number of individuals retiring and/or no longer serving in positions eligible to receive the stipend will increase over the next few years. The appropriation growth of the program should further slow as more individuals retire over the next five years.

Conclusions

NBPTS certification is recognized as a mean of acknowledging superior teacher knowledge, skill and accomplishment. Within South Carolina, increasing numbers of teachers are pursuing the certification and the proportion of NBPTS-certified teachers in a district or the state is an informal indicator of the state's move to educational excellence.

While the research on impact on student achievement is mixed or researchers are unable to separate the impact of the certification process from a constellation of other factors, the impact of a robust professional community on school and student progress is recognized.

South Carolina's needs for student achievement and a strong teaching profession are served by increasing the number of NBPTS-certified teachers in every district.

The retirement and the attrition of NBPTS-certified teachers in the near future should slow the growth of appropriations for the program.

¹ "History: The Beginnings of a Movement," www.nbpts.org, 2007.

² Ibid.

³ "Fees and Financial Support," www.nbpts.org, 2007.

⁴ "History: The Beginnings of a Movement," www.nbpts.org, 2007.

⁵ South Carolina State Department of Education, Office of Finance, July 2007.

⁶ Sawyer, Gayle. July 6, 2007 conversation.

⁷ Southern Regional Education Board, "SREB States Remain on Top in the Number of Teachers Achieving National Board Certification," May 2006.

⁸ "Making a Difference in Quality Teaching and Student Achievement," www.nbpts.org, 2006.

⁹ "Studies, Reports & Papers", www.nbpts.org, 2006.

¹⁰ Douglas N. Harris and Tim. R. Sass, "The Effects of NBPTS-Certified Teachers on Student Achievement," CALDER Urban Institute, March 2007.

¹¹ Fisher, Steve. "A Study of the Relationship between National Board Certification Status of Teachers and Students Achievement," University of South Carolina College of Education Office of Program Evaluation, 2005.

The staff of the Education Oversight Committee expresses its appreciation to Mellanie Jinnette of the State Department of Education, Billy Boan and Meredith Strawhorn of Hodges and Associates and Gayle Sawyer and Brett Vaughn of the Center for Educator Recruitment, Retention and Advancement for providing substantial information and advice. Any errors or misunderstandings are solely the responsibility of the EOC staff.

APPENDIX A

**Current Number of SC National Board Certified Teachers
Based on Score Reporting for December 2006**

- Absolute Ratings for 2006
 - (E) = Excellent
 - (G) = Good
 - (A) = Average
 - (BA) = Below Average
 - (U) = Unsatisfactory
- Current Candidates: "retake" indicates number of Retake candidates included in total number of Candidates for district
- Local Incentives: 59 districts offer local incentives with 39 of those offering a one-time bonus or annual supplement (see pages 6 – 8 for more detail)

School District	*Current Candidates (2007-2008 Cycle)	*Current Candidates (2006-2007 Cycle)	Total Current Candidates In Process (Both cycles and including Retake Candidates)	TOTAL NBCTs (Through 2006 Score Release)	Total # of Teachers	% of Teachers who are NBCTs	LOCAL Incentives (see pgs. 6 – 8 for details)
Abbeville (A)	2	11 (7 R)	13	51	296.10	17.22	YES
Aiken (A)	14	31 (13 R)	45	81	1,753.20	4.62	YES
Allendale (U)	0	1	1	1	143.20	.70	NO
Anderson 1 (G)	24	7	31	66	550.50	11.99	YES
Anderson 2 (A)	0	9 (2 R)	9	24	237.30	10.11	YES
Anderson 3 (A)	0	1	1	19	192.30	9.88	NO
Anderson 4 (A)	0	12	12	14	215.40	6.50	YES
Anderson 5 (A)	5	18 (9 R)	23	99	979.40	10.11	YES
Bamberg 1 (A)	0	6 (2 R)	6	6	129.60	4.63	NO
Bamberg 2 (BA)	0	0	0	0	82.0	0.00	NO
Barnwell 19 (BA)	0	0	0	2	69.40	2.88	NO
Barnwell 29 (A)	0	2	2	1	74.50	1.34	YES
Barnwell 45 (A)	0	2 (1 R)	2	11	186.50	5.90	NO
Beaufort (A)	10	24 (3 R)	34	103	1,493.20	6.90	YES
Berkeley (A)	17	84 (37 R)	101	175	1,907.80	9.17	YES

School District	*Current Candidates (2007-2008 Cycle)	*Current Candidates (2006-2007 Cycle)	Total Current Candidates In Process (Both cycles and including Retake Candidates)	TOTAL NBCTs (Through 2006 Score Release)	Total # of Teachers	% of Teachers who are NBCTs	LOCAL Incentives (see pgs. 6-8 for details)
Calhoun (BA)	0	1	1	12	147.0	8.16	YES
Charleston (BA)	35	97 (36 R)	132	329.0	3,589.70	9.17	YES
Cherokee (A)	9	8 (3 R)	17	24	721.70	3.33	YES
Chester (BA)	4	13 (4 R)	17	46.0	469.70	9.79	YES
Chesterfield (A)	7	13 (5 R)	20	61	583.50	10.45	NO
Clarendon 1 (BA)	0	0	0	3	78.40	3.83	NO
Clarendon 2 (BA)	10	2 (2 R)	12	21	225.40	9.32	NO
Clarendon 3 (A)	1	1 (1 R)	2	10	82.80	12.08	NO
Colleton (U)	4	3 (1 R)	7	19	483.70	3.93	YES
Darlington (BA)	3	28 (14 R)	31	59	852.50	6.92	YES
Dillon 1 (BA)	0	0	0	1	64.80	1.54	NO
Dillon 2 (U)	1	1 (1 R)	2	15	236.10	6.35	YES
Dillon 3 (A)	0	0	0	4	111.0	3.60	NO
Dorchester 2 (A)	24	31 (9 R)	55	111	1,377.0	8.06	YES
Dorchester 4 (BA)	0	11	11	4	187.70	2.13	YES
Edgefield (A)	0	5 (3 R)	5	27	330.20	8.18	YES
Fairfield (U)	0	5 (3 R)	5	15.0	331.80	4.52	YES
Florence 1 (BA)	13	20 (12 R)	33	80	1,200.70	6.66	YES
Florence 2 (A)	1	2	3	5	91.10	5.49	NO
Florence 3 (U)	0	3 (3 R)	3	7	277.80	2.52	NO
Florence 4 (BA)	0	0	0	2	92.90	2.15	YES
Florence 5 (A)	0	6 (5 R)	6	19	107.80	17.63	YES
Georgetown (A)	7	45 (26 R)	52	104	806.80	12.89	YES
Greenville (A)	36	110 (32 R)	146	344	4,768.80	7.21	YES
Greenwood 50 (A)	7	33 (11 R)	40	71	706.30	10.05	YES
Greenwood 51 (A)	4	1	5	11	94.60	11.63	YES
Greenwood 52 (G)	0	0	0	7	115.10	6.08	YES
Hampton 1 (A)	5	1	6	18	208.90	8.62	NO
Hampton 2 (U)	0	0	0	4	108.70	3.68	NO

Page 2

School District	*Current Candidates (2007-2008 Cycle)	*Current Candidates (2006-2007 Cycle)	Total Current Candidates In Process (Both cycles and including Retake Candidates)	TOTAL NBCTs (Through 2006 Score Release)	Total # of Teachers	% of Teachers who are NBCTs	LOCAL Incentives (see pgs. 6-8 for details)
Horry (A)	50	110 (31 R)	160	173	2,625.0	6.59	YES
Jasper (U)	0	1 (1 R)	1	1	225.70	0.44	YES
Kershaw (A)	19	47 (12 R)	66	100	748.60	13.36	YES
Lancaster (A)	22	31 (9 R)	53	62	848.80	7.30	YES
Laurens 55 (BA)	8	10 (3 R)	18	16	402.30	3.98	YES
Laurens 56 (A)	5	11 (2 R)	16	12	243.40	4.93	YES
Lee (BA)	1	1 (1 R)	2	4	208.20	1.92	YES
Lexington 1 (E)	18	55 (16 R)	73	165	1,551.20	10.64	YES
Lexington 2 (A)	8	30 (17 R)	38	94	702.30	13.38	YES
Lexington 3 (A)	4	10 (3 R)	14	17	166.50	10.21	YES
Lexington 4 (BA)	3	12 (6 R)	15	24	249.0	9.64	YES
Lexington 5 (E)	13	58 (22 R)	71	252	1,273.0	19.80	YES
Marion 1 (U)	1	2	3	11	213.70	5.15	NO
Marion 2 (U)	5	0	5	3	136.50	2.20	YES
Marion 7 (U)	2	1 (1 R)	3	6	79.20	7.58	YES
Marlboro (BA)	2	3 (3 R)	5	20	382.40	5.23	YES
McCormick (BA)	1	0	1	4	80.0	5.00	YES
Newberry (BA)	13	18 (11 R)	31	42	495.30	8.48	YES
Oconee (A)	10	18 (6 R)	28	89	889.80	10.00	NO
Orangeburg 3 (U)	0	4 (4 R)	4	5	270.0	1.85	YES
Orangeburg 4 (BA)	3	2 (1 R)	5	10	305.30	3.28	YES
Orangeburg 5 (BA)	4	16 (4 R)	20	17	645.20	2.63	YES
Pickens (A)	6	24 (11 R)	30	99	1,138.0	8.70	YES
Richland 1 (BA)	55	94 (43 R)	149	197	2,248.30	8.76	YES
Richland 2 (A)	41	109 (40 R)	150	368	1,717.70	21.42	YES
*Saluda (BA)	1	1	2	2	158.20	1.26	NO
Spartanburg 1 (A)	1	8 (3 R)	9	19	387.50	4.90	NO
Spartanburg 2 (A)	2	26 (11 R)	28	52	572.0	9.09	YES
Spartanburg 3 (A)	0	6 (1 R)	6	20	221.0	9.05	NO

School District	*Current Candidates (2007-2008 Cycle)	*Current Candidates (2006-2007 Cycle)	Total Current Candidates In Process (Both cycles and including Retake Candidates)	TOTAL NBCTs (Through 2006 Score Release)	Total # of Teachers	% of Teachers who are NBCTs	LOCAL Incentives (see pgs. 6 – 8 for details)
Spartanburg 4 (G)	0	12 (5 R)	12	13	187.90	6.92	NO
Spartanburg 5 (A)	5	24 (7 R)	29	41	522.30	7.85	NO
Spartanburg 6 (A)	15	17 (5 R)	32	47	733.70	6.41	NO
Spartanburg 7 (BA)	3	11 (4 R)	14	52	736.30	7.06	NO
Sumter 2 (A)	0	12 (4 R)	12	19	650.40	2.92	YES
Sumter 17 (A)	4	33 (17 R)	37	52	655.50	7.93	YES
Union (BA)	0	9	9	15	368.0	4.08	NO
Williamsburg (BA)	0	1	1	5	416.80	1.20	YES
York 1 (A)	4	7	11	24	375.50	6.39	YES
York 2 (G)	6	29 (8 R)	35	46	436.20	10.55	YES
York 3 (A)	12	56 (18 R)	68	195	1,211.20	16.10	YES
York 4 (E)	12	23 (7 R)	35	111	584.70	18.98	YES

State-Supported Schools/Special Schools

School	*Current Candidates (2007-2008 Cycle)	*Current Candidates (2006-2007 Cycle)	Total Current Candidates In Process (Both cycles and including Retake Candidates)	TOTAL NBCTs (Through 2006 Score Release)	Total # of Teachers	% of Teachers who are NBCTs	LOCAL Incentives (see pgs. 6 – 8 for details)
Anderson AVC (E)	0	0	0	6	26.00	23.08	NO
Daniel Morgan Voc. (E)	0	0	0	5	21.00	23.81	NO
DJJ (E)	7	3	10	7	103.0	6.80	NO
FE Dubose (G)	0	0	0	2	12	16.67	NO
Felton Lab	0	1	1	0			
HB Swofford (E)	0	0	0	2	20.00	10.00	NO
John de la Howe (E)	0	0	0	3	14	21.4	NO
RD Anderson Tech					25.00	4.00	NO

(E)	0	0	0	1	1				
SC Governor's School for Arts (E)	0	1	1	13	37	35.14			NO
SC School for Deaf & Blind (E)	2	2 (2 R)	4	6	89.9	6.67			NO
Sumter County AVC (E)	0	0	0	1	12.00	8.33			NO
Palmetto Unified (E)	0	0	0	0	63.70	0			NO
Anderson Alternative	0	0	0	1	12.00	8.33			NO
Greenwood AVC	0	0	0	2	23.00	8.70			NO
TOTALS Based on information provided to CERRA by districts, SDE, NBCTs and NBPTS	611 as of May 2007 <small>(Fall application window to open August 2007 – November 2007)</small>	1,597 as of May 2007 <small>(awaiting scores in December 07)</small>	2,208 as of May 2007	4,639 claimed by SC Districts and Special Schools	53,346.1 Based on SDE file	~8.67 % of SC Teachers Based on SDE file	39 Districts Offering one time bonus or supplement	59 Districts Offering local incentives	

LOCAL Incentives in SC School Districts

- ABBEVILLE:** The Abbeville School District provides NBCTs with a \$1,500 supplement.
- AIKEN:** The district offers one [1] professional leave day, candidate support and technical support.
- ANDERSON ONE:** The district provides an annual \$1,000 supplement upon certification.
- ANDERSON TWO:** The district provides a one-time \$1,000 bonus upon certification.
- ANDERSON FOUR:** The district provides a \$3,000 salary supplement for the life of the certificate (pending annual board approval), \$65 reimbursement for the online National Board registration fee, two [2] release/staff development days and ongoing training sessions.
- ANDERSON FIVE:** The district provides candidate support workshops and awareness sessions.
- BARNWELL 29:** The district offers technical support and professional leave time to take assessment center exercises.
- BEAUFORT COUNTY:** The Beaufort County School District provides NBCTs with a \$2,000 annual salary increase for the ten-year life of the certificate.
- BERKELEY COUNTY:** The Berkeley School District pays an additional \$5,000 to NBCTs who agree to teach in rural schools determined by the state to have the greatest needs. Up to two retake fees are provided as well. Candidate support workshops are provided by district NBCTs in addition to technical support.
- CALHOUN COUNTY:** The district provides NBCTs with a one-time \$3,000 salary supplement upon certification.
- CHARLESTON COUNTY:** The Charleston County School District uses funds to support retreats and workshops for NBC candidates and bankers, stipends for NBCTs to conduct these activities, facilitator training and NBCT recognition events.
- CHEROKEE COUNTY:** The district offers one [1] professional leave day to candidates for portfolio/assessment preparation. In addition, the district provides awareness meetings and candidate support workshops throughout the school year.
- CHESTER COUNTY:** The district provides a \$3,000 salary supplement upon certification, two [2] professional leave days, candidate support workshops and technical support including use of laptops and video equipment.
- COLLETON COUNTY:** The district offers candidate support workshops and technical support such as use of laptops and assistance with videotaping.
- DARLINGTON COUNTY:** The district provides a \$2,000 salary supplement upon certification, two [2] professional leave days, payment for one banked entry, a tuition-free graduate class and opportunities to work with NBCTs.
- DILLON TWO:** National Board Certified Teachers receive a one time bonus of \$1,000 during the initial year receiving National Board Certification.
- DORCHESTER TWO:** The district offers candidate support meetings.
- DORCHESTER FOUR:** The district provides awareness and candidate support meetings, one [1] professional leave day to candidates working on portfolio entries, laptop computer loan while pursuing certification and reimbursement for the registration fee.
- EDGEFIELD COUNTY:** The district offers graduate courses, candidate support groups and technical support.
- FAIRFIELD COUNTY:** The district provides NBCTs with a \$4,000 salary supplement for the life of the certificate and three [3] professional leave days for candidates.

FLORENCE ONE: The district offers a one-time \$1,000 bonus upon certification and two [2] professional leave days for candidates.

FLORENCE FOUR: The district offers two [2] professional development days, pays a \$300 reapplication fee and provides technical support including copying and videotaping.

FLORENCE FIVE: The district offers three [3] professional leave days for candidates. In addition, the district offers mentoring and workshops to candidates, as well as financial support to retakers.

GEORGETOWN COUNTY: The district offers a \$3,000 salary supplement upon certification and provides candidate support retreats and two [2] professional leave days. In addition, the district will supplement one retake for retakers in 2005. Retreats and Workshops are ongoing.

GREENVILLE COUNTY: The district offers candidate support meetings for those seeking National Board Certification.

GREENWOOD 50: The district provides NBCTs with a \$3,000 salary supplement upon certification.

GREENWOOD 51: The district provides NBCTs with a \$1,500 salary supplement.

GREENWOOD 52: The district provides NBCTs with a one-time \$450 upon certification.

HORRY COUNTY: The Horry County Board of Education approved a district supplement of \$4,000 for National Board Certified teachers. The supplement will be phased in over two years with \$2,000 being paid in 2005-06 and the full \$4,000 being paid in 2006-2007.

JASPER COUNTY: The district provides NBCTs with a \$1,500 salary supplement for the life of the certificate.

KERSHAW COUNTY: The district provides NBCTs with a \$5,000 salary supplement.

LANCASTER COUNTY: The district pays for one retake fee, provides one [1] professional leave day, technical support and a recertification course for those interested in pursuing National Board Certification.

LAURENS 55: The district offers a \$1,500 salary supplement upon certification.

LAURENS 56: Candidate support is provided through monthly meetings held by NBCTs in the district.

LEE: The district provides \$500 to first year NBCTs. Each concurrent year, the district provides a \$1000 supplement to NBCTs.

LEXINGTON ONE: The district provides NBCTs with a \$3,000 salary supplement.

LEXINGTON TWO: The district provides an annual \$3,500 salary supplement for the life of the certificate, support workshops throughout the year and awareness meetings for candidates.

LEXINGTON THREE: The district provides a \$3,000 salary supplement upon certification and two [2] professional leave days for candidates.

LEXINGTON FOUR: The district provides a \$3,000 salary supplement upon certification and two [2] professional leave days for candidates.

LEXINGTON/RICHLAND FIVE: The district provides NBCTs with a \$5,000 salary supplement pending board approval and provides candidate support workshops and awareness meetings.

MARLBORO COUNTY: The district provides candidates two [2] professional leave days to work on the portfolio and a one-time \$1000 salary supplement for NBCTs upon certification.

MARION TWO: The school district offers two [2] professional leave days, candidate support meetings and technical support.

MARION SEVEN: The school district offers mentoring and technical support as well as professional development days to assist candidates in their portfolio preparation.

MCCORMICK COUNTY: The school district provides NBCTs with a \$1,500 salary supplement for the life of the certificate.

NEWBERRY COUNTY: Upon certification, teachers receive an annual \$2,500 salary supplement for the life of the certificate. In addition, the district provides technical assistance, two [2] professional leave days, and monthly candidate support workshops with a NBCT instructor.

ORANGEBURG THREE: The school district provides NBCTs with a \$3,000 salary supplement for the life of the certificate, candidate support workshops and technical support.

ORANGEBURG FOUR: The school district provides a \$3,000 salary supplement upon certification.

ORANGEBURG FIVE: The school district provides NBCTs with a \$3,000 salary supplement for the life of the certificate and candidate support sessions for those seeking National Board Certification.

PICKENS COUNTY: The school district offers two [2] professional leave days and candidate support meetings.

RICHLAND ONE: Upon certification, teachers receive an annual \$5,500 salary supplement for the life of the certificate. In addition, the district pays fees for two retake exercises, provides candidate support workshops and awareness meetings.

RICHLAND TWO: The district provides a \$5,000 annual salary supplement for the life of the certificate and provides candidate support workshops.

SPARTANBURG TWO: The district provides a tuition free graduate course for NBC candidates.

SUMTER TWO: The district provides candidate support meetings as well as technical support.

SUMTER 17: The district offers candidate support groups with the option to earn recertification points. A mini-conference conducted by District 17 NBCTs is provided free of charge for new candidates, candidates-in-waiting, and interested teachers. A minimum of two awareness meetings are held yearly.

WILLIAMSBURG COUNTY: The district provides a \$3,000 supplement distributed over the first three years of certification as National Board teacher (\$1,000 per year).

YORK ONE: The district provides assistance with the application process and continual technological support.

YORK TWO: The district awards a \$1,000 supplement to teachers who receive NBC.

YORK THREE: The district provides an annual \$3,000 salary supplement for the life of the certificate and offers repayment of the State loan for qualified bankers who do not achieve National Board Certification within three years.

YORK FOUR: The district provides a \$3,000 salary supplement upon certification as well as extensive support groups for candidates. Some of these provide direct instruction on the various requirements of NB. Others are Help Sessions. Candidates earn renewal credits but it is no longer for graduate credit.

Please check with individual local education agency liaisons regarding candidate support and incentives as this list may not reflect recent developments.

South Carolina TAP: A National Leader in Outcomes Based Teacher Incentive Programs

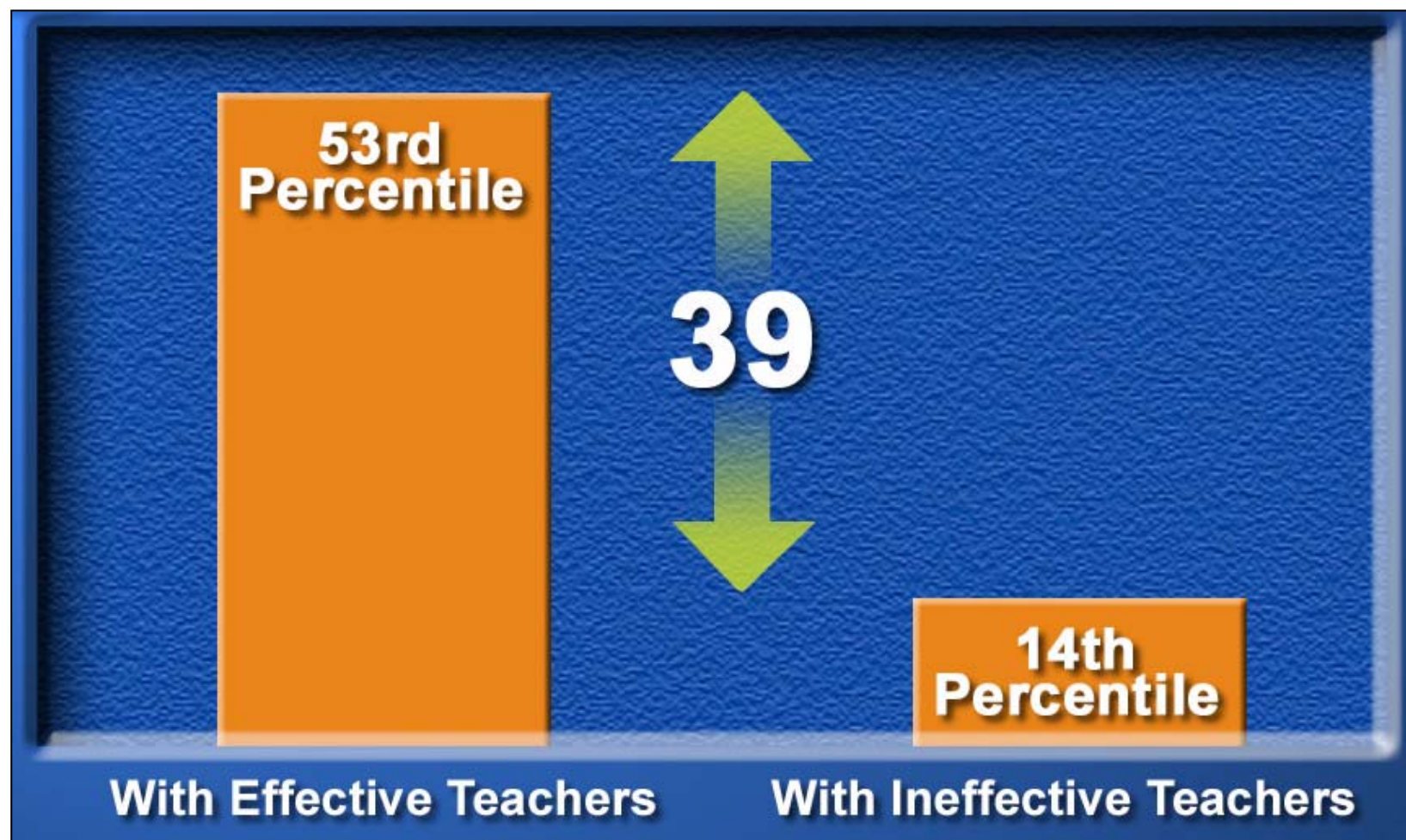
Why, Teacher Incentives?

- Teachers are the single most important determinant of students' experiences and outcomes of schooling (Goldhaber, 2002).
- Top-performing teachers are capable of producing threefold the achievement growth in students when compared to low performing teachers (Hanushek, 1992).

Why Teacher Incentives?

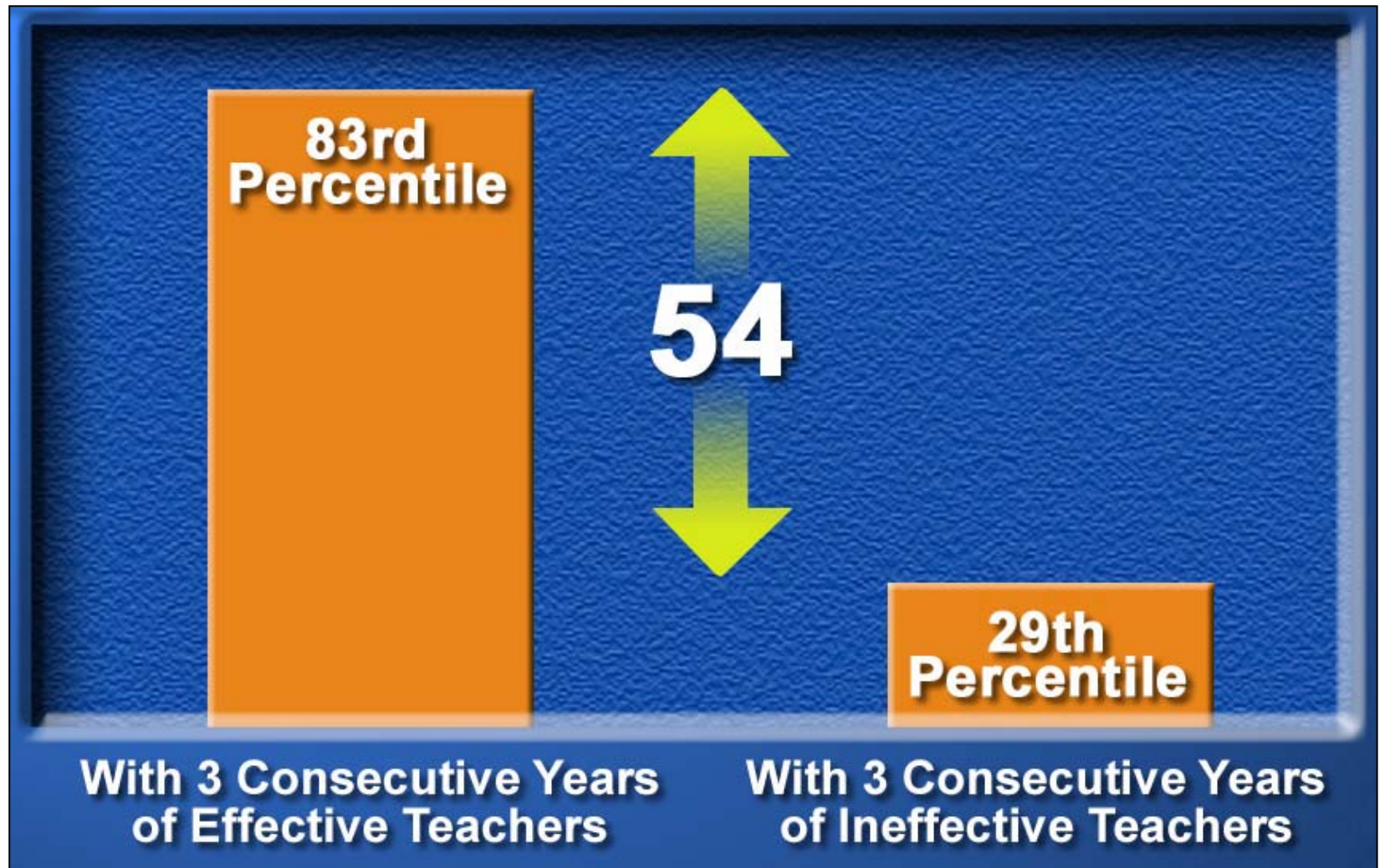
- A string of five above-average teachers can overcome the deficit typically reported between economically disadvantaged and higher income students (Rivkin et al, 2002).
- Most needy students generally end up being taught by least qualified teachers (Lankford et al, 2002; Loeb, 2000).

Performance of Low Achieving Students After One Year



Student Performance

5th Grade Math Students



Disturbing Trends

- There are many effective teachers - just not enough.
- Percent of teachers scoring in top decile of high school achievement test:

1971-74	24%
2000	11%
- Attrition: 1/3 of teachers leave after 3 years of teaching; 1/2 by fifth year
- The most inexperienced teachers teach in high poverty schools
- The median age of teachers is on the rise
 - 33 in 1976 to the mid-40's today,
 - more teachers nearing retirement age
- Fewer students inclined to become teachers
 - only 14 percent expressed "a great deal of interest" in teaching as a career.
 - Thirty-nine percent responded, "no interest at all."

The Cost of Teacher Turnover

- Estimates for the cost of turnover represent between a multiplier of .25 of (annual leaver's salary + benefits) to a multiplier of 1.5 of the annual leaver's salary.
- These formulas translate into a range of \$102,267–\$502,953 at a middle school in the Upstate, assuming those leaving were all first-year teachers with bachelor's degrees.
- Teachers leaving with more experience or advanced degrees would impact the school's budget even more.

¹ The Cost of Teacher Turnover (November 2000). Texas Center for Educational Research. Prepared for the Texas State Board for Educator Certification. Austin, TX.

<http://ed.sc.gov/agency/offices/grants/documents/TheCostofTeacherTurnover.pdf>.

Reasons for Teacher Attrition

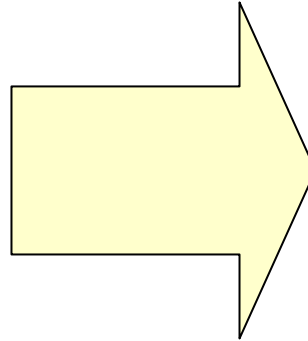
- Salaries not competitive
- Costs of preparation not warranted by salary
- Everyone with same experience and credits gets same pay
- Difficult to support families on one teaching income
- Start career and retire with same title and job description
- Rarely do supervisors try to see how effective you are
- Little collegiality
- Few opportunities to get better at what you do
- Women have more career opportunities now
- Often unpleasant, dangerous environment
- Lack of good leadership
- Sometimes little respect from community
- Urban housing costs prohibitively high; lack of rural housing

**Working Conditions – Compensation –
Community Support & Infrastructure**

Before TAP

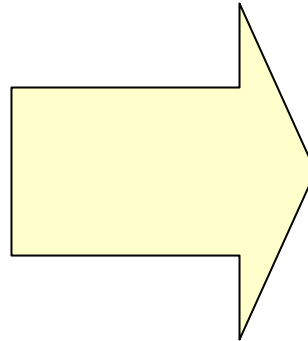
After TAP

Stagnant Student
Achievement



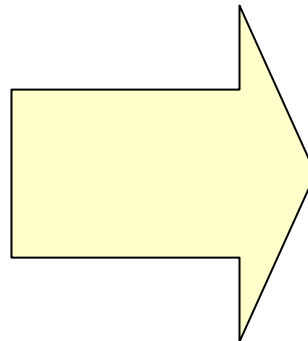
Improved
Student
Achievement

Disenfranchised
faculty



Positive School
Climate

High Teacher
Turnover



Reduced Teacher
Turnover



4 TAP Elements

1. Multiple Career Paths
2. Instructionally-focused Accountability
3. Ongoing, Applied Professional Growth
4. Performance-based Compensation

The Career Ladder

Traditional Model

Career
Teacher

Administrator

Single Career Path

- Requiring the same level of:
- professional qualifications
 - responsibility
 - authority
 - assessment rigor

SCTAP Model

Keeps
great teachers
in the classroom

Career
Teacher

Mentor
Teacher

Master
Teacher

Regional
Master
Teacher

Administrator

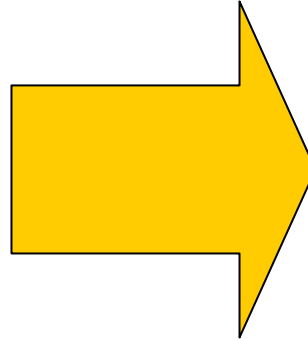
Multiple Career Paths

- Requiring increasing levels of:
- professional qualifications
 - responsibilities
 - authority
 - assessment rigor

Compensation

Traditional Model

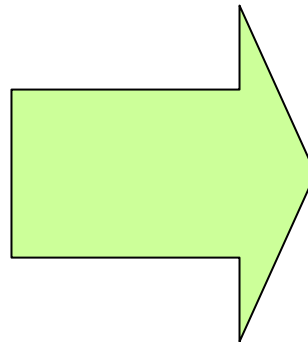
**Salary Schedule
Drives Compensation**



- Lock-step salary
- Determined by years of experience and training units accrued
- Credentials-based

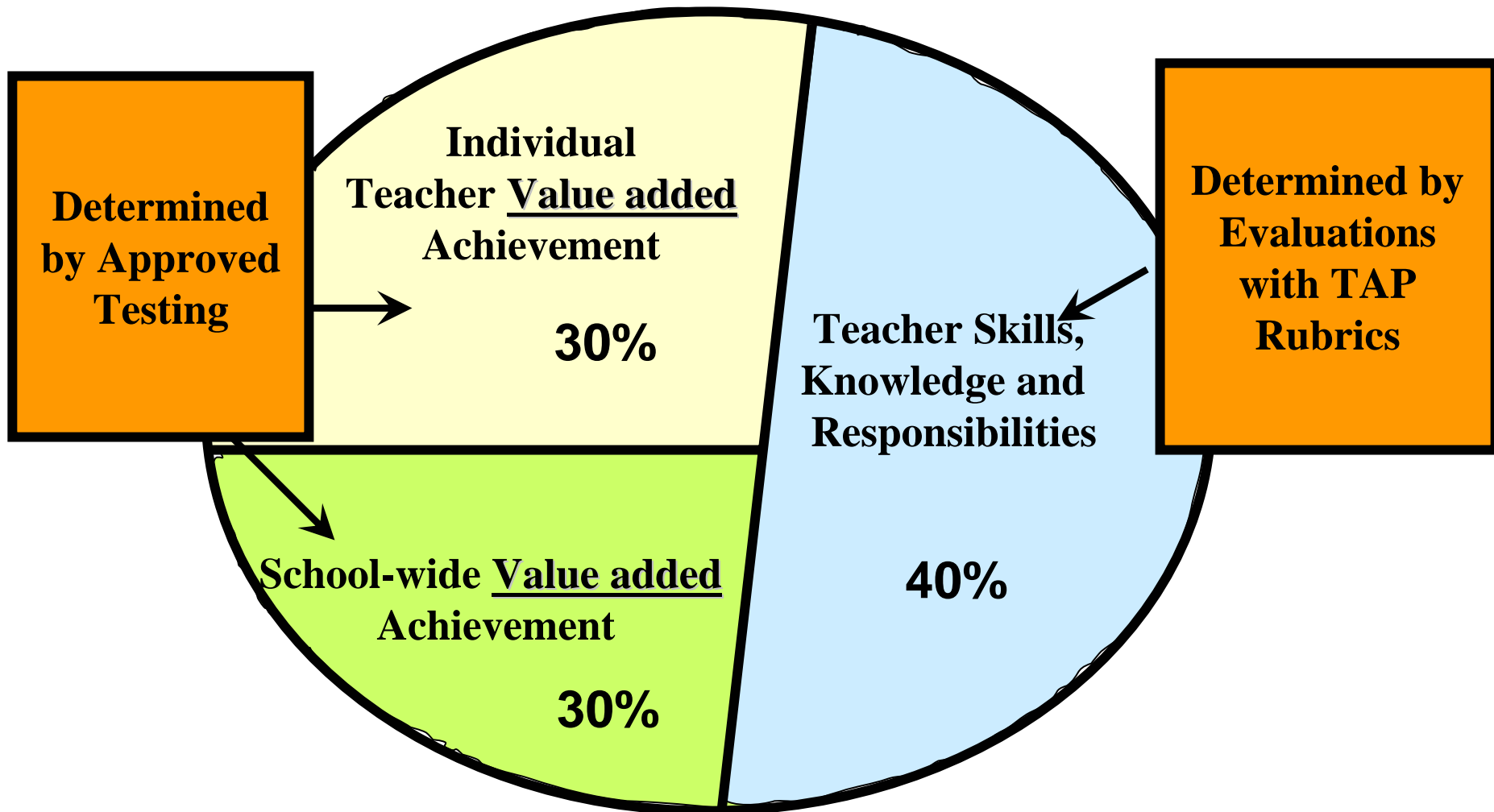
SCTAP Model

**Performance and
Responsibility
Drive Compensation**



- Performance-based salary
- Determined by:
 - credentials
 - level of responsibility
 - classroom effectiveness
 - school team achievement
 - student achievement

How Teacher Performance is Measured

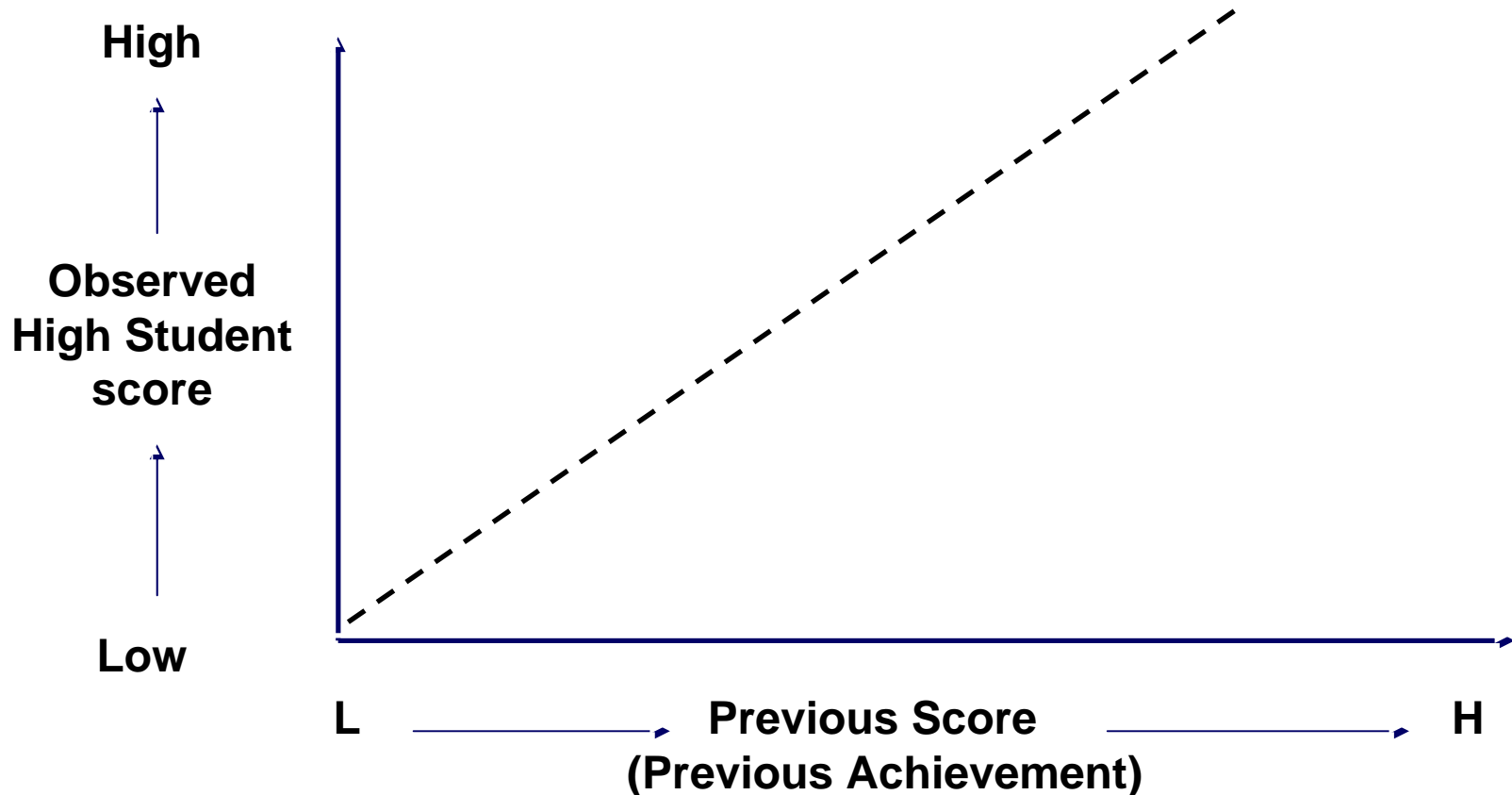




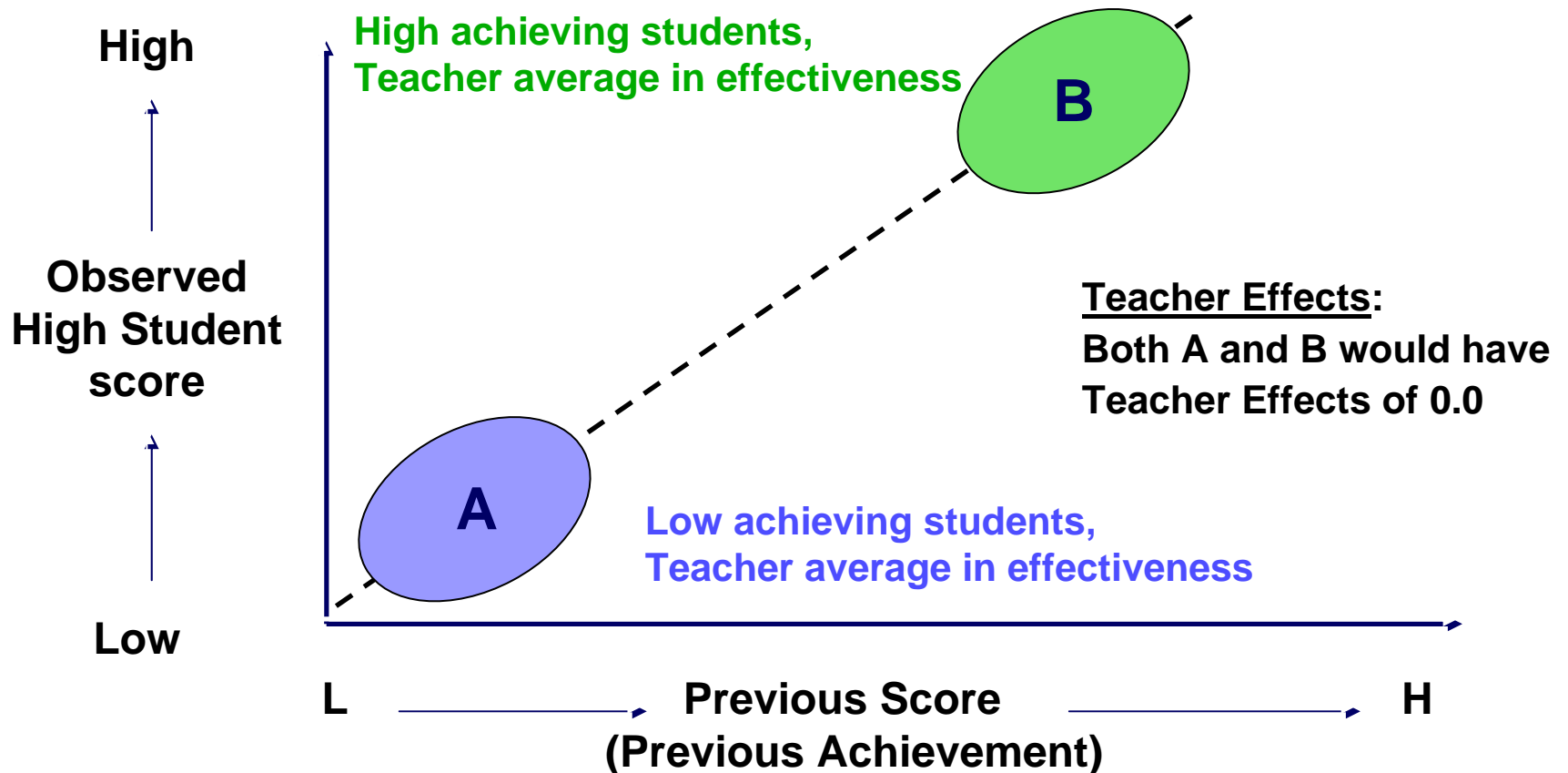
Value-Added

- *Improved* student achievement
- Value-added assessment
 - Statistical model to measure growth in student achievement from pre-to-post-testing
- Value-added eliminates problem of having students with different levels of ability

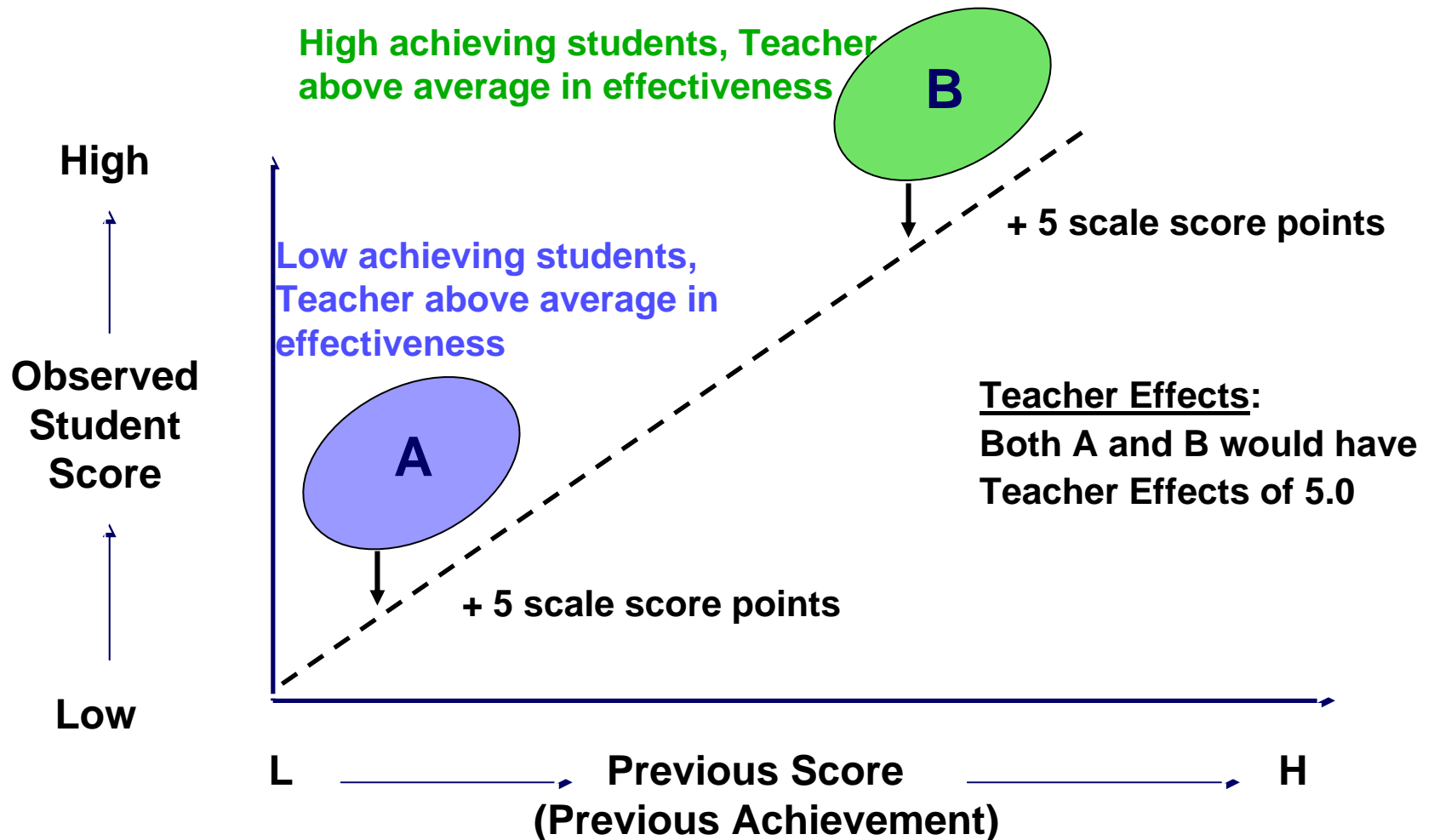
Value Added Reference Growth



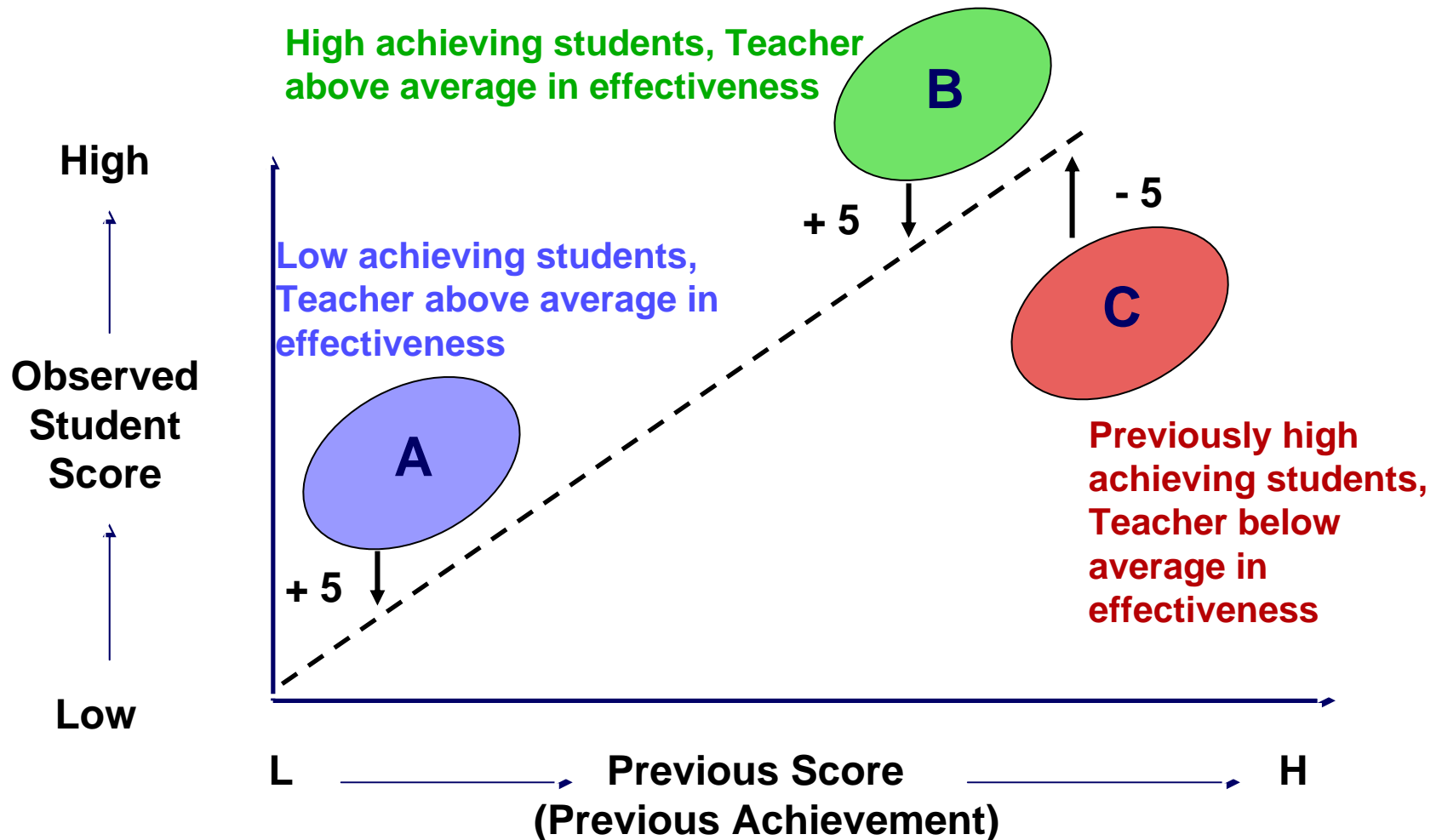
Meeting Expectations



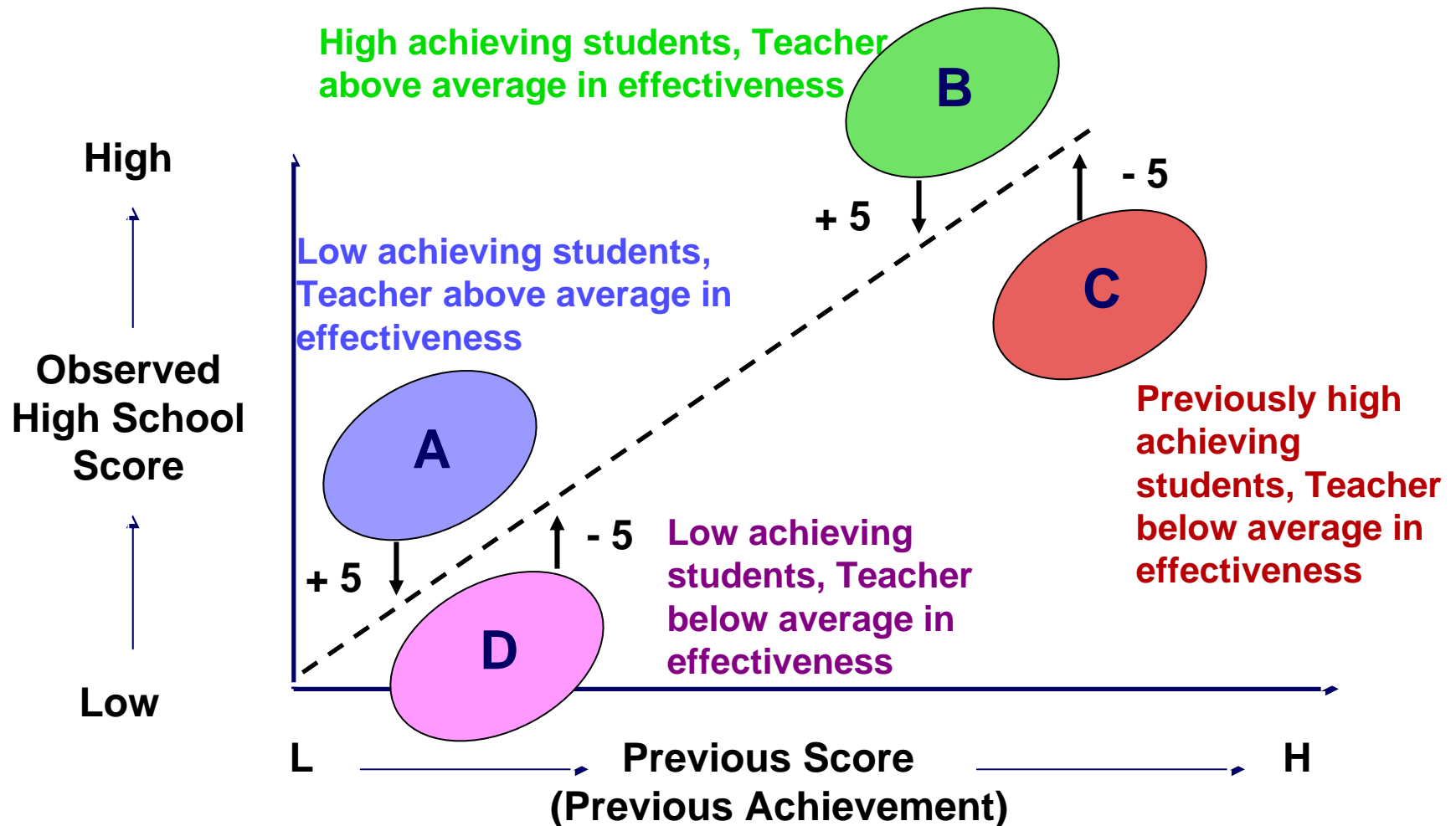
Exceeding Expectations



Comparison of High and Low Effectiveness



Comparison of High and Low Effectiveness





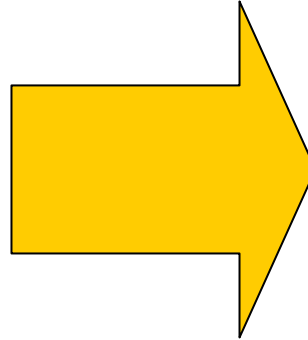
Value-Added Analyses

Because value-added measures growth in achievement of the same students over time, and because schools are largely responsible for achievement growth, value-added scores reflect the school and teacher contribution to student learning, not family and neighborhood factors.

Professional Accountability

Traditional Model

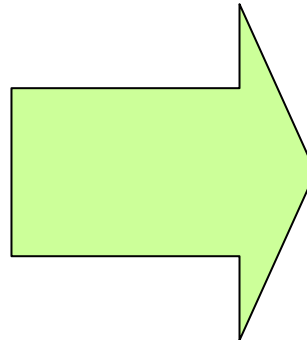
**UNEVEN
ACCOUNTABILITY**



- Idiosyncratic evaluation standards and procedures
- Rewards and sanctions unrelated to evaluation outcomes
- Support provided for deficiencies only

SCTAP Model

**INSTRUCTIONALLY-
FOCUSED
ACCOUNTABILITY**



- TAP standards, procedures and performance rubrics
- Hiring, advancement and compensation tied to evaluation
- Support provided for growth

TAP Teaching Performance Standards: Skills, Knowledge, & Responsibilities

Planning Instruction

- Instructional Plans
- Student Work
- Assessment

Learning Environment

- Managing Student Behavior
- Expectations
- Environment
- Respectful Culture

Responsibilities

- Staff Development
- Instructional Supervision
- School Responsibilities
- Reflecting on Teaching

Implementing Instruction

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure and Pacing
- Activities and Materials
- Questioning
- Academic Feedback
- Grouping Students
- Content Implementation
- Teacher Knowledge of Students
- Thinking
- Problem Solving



Models for the Teaching Profession: Professional Growth

Traditional Model

In-service/Course-based Professional Development

Individual commitment, intermittent activities

Goals and activities tied to personal and financial interests of the individual

Unconnected to evaluation

TAP Model

Ongoing Applied Professional Growth

School-wide commitment, weekly, site-based, teacher-led activities

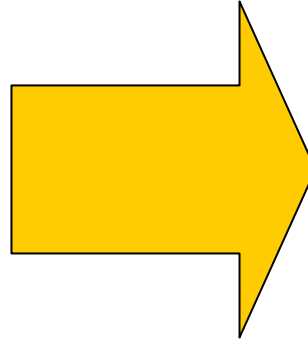
Goals and activities tied to state standards, local SIP and analysis of student learning outcomes

Used to support and reinforce evaluation growth goals

Professional Growth

Traditional Model

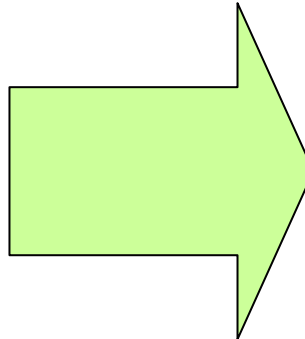
In-service/Course-based Professional Development



- Individual commitment, intermittent activities
- Goals and activities tied to personal and financial interests of the individual
- Unconnected to evaluation

SCTAP Model

Ongoing Applied Professional Growth




- School-wide commitment, weekly, site-based, teacher-led activities
- Goals and activities tied to state standards, local SIP and analysis of student learning outcomes
- Used to support and reinforce evaluation growth goals

Principal Insights into TAP

- David O'Shields, Ph. D.
SCTAP Principal at Bell Street Middle
1999-2005.
 - Milken Educator 2003
 - Charter Member of SCDE's Education Leaders Fellows Program
 - Communities Helping, Assisting, and Motivating Promising Students (CHAMPS) creator

Salary Comparison

School	Salary (5 years and BA)	Student Achievement	Incentive	Total
Non-TAP	\$35,649	High	\$0	\$35,649
SCTAP	\$35,649	High	\$8,500	\$44,149



Master Teacher Responsibility and High Performance

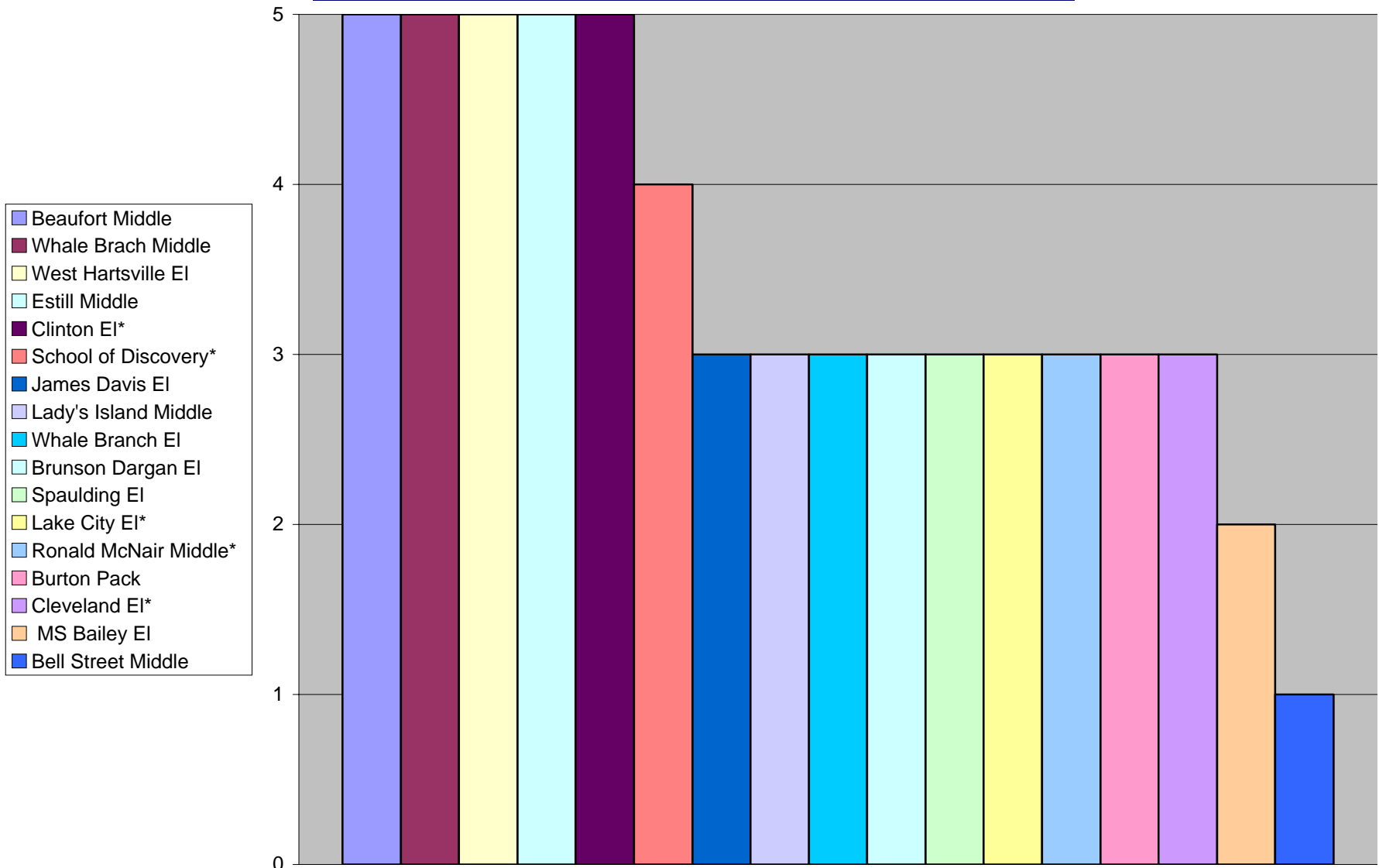
School	Salary	Bonus	Stipend	Total
SCTAP	\$35,649	\$8,500	\$10,000	\$54,149



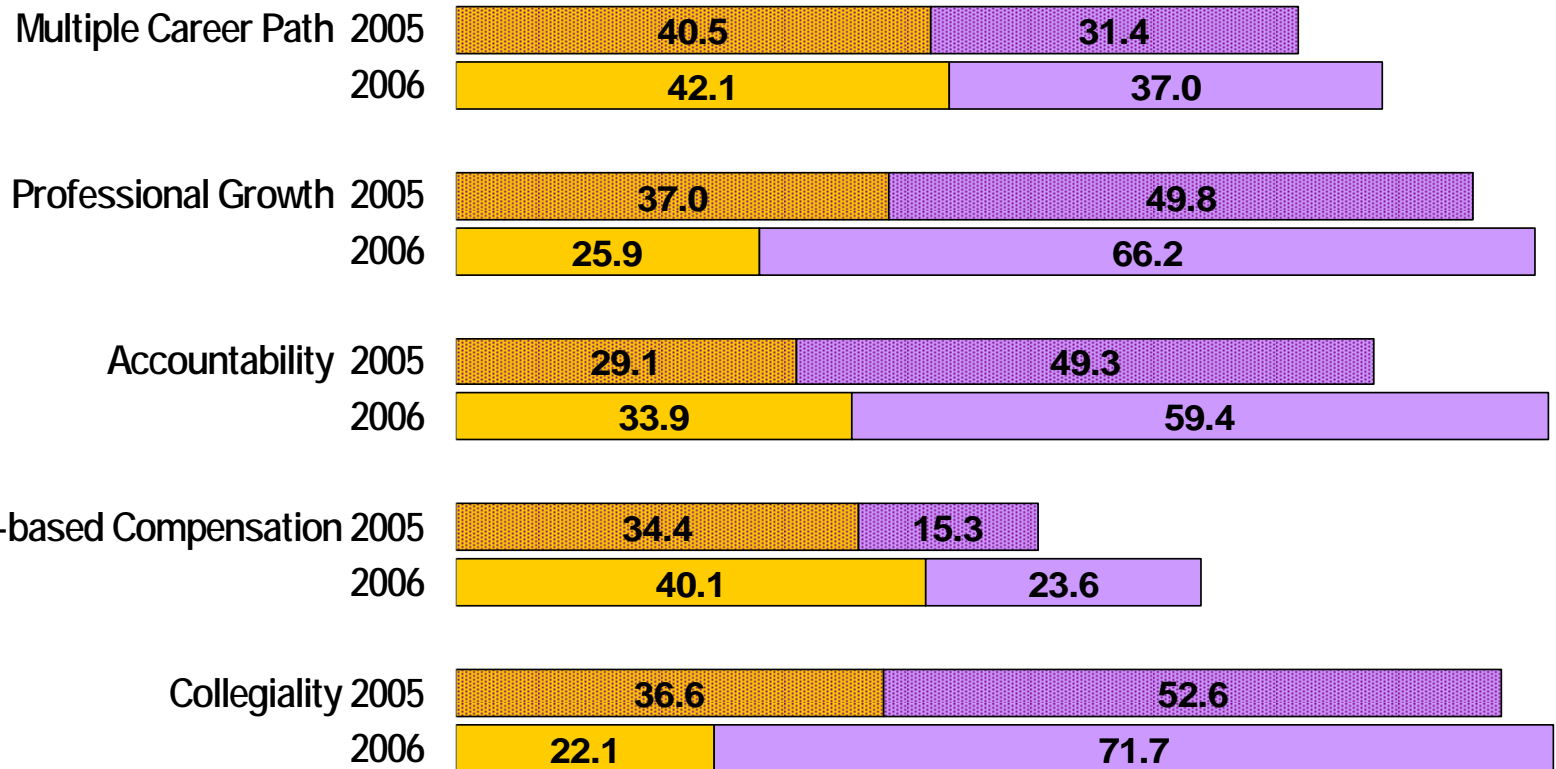
RESULTS OF TAP

SCTAP 2006-2007

Value Added Results



Teacher Support for TAP Elements:

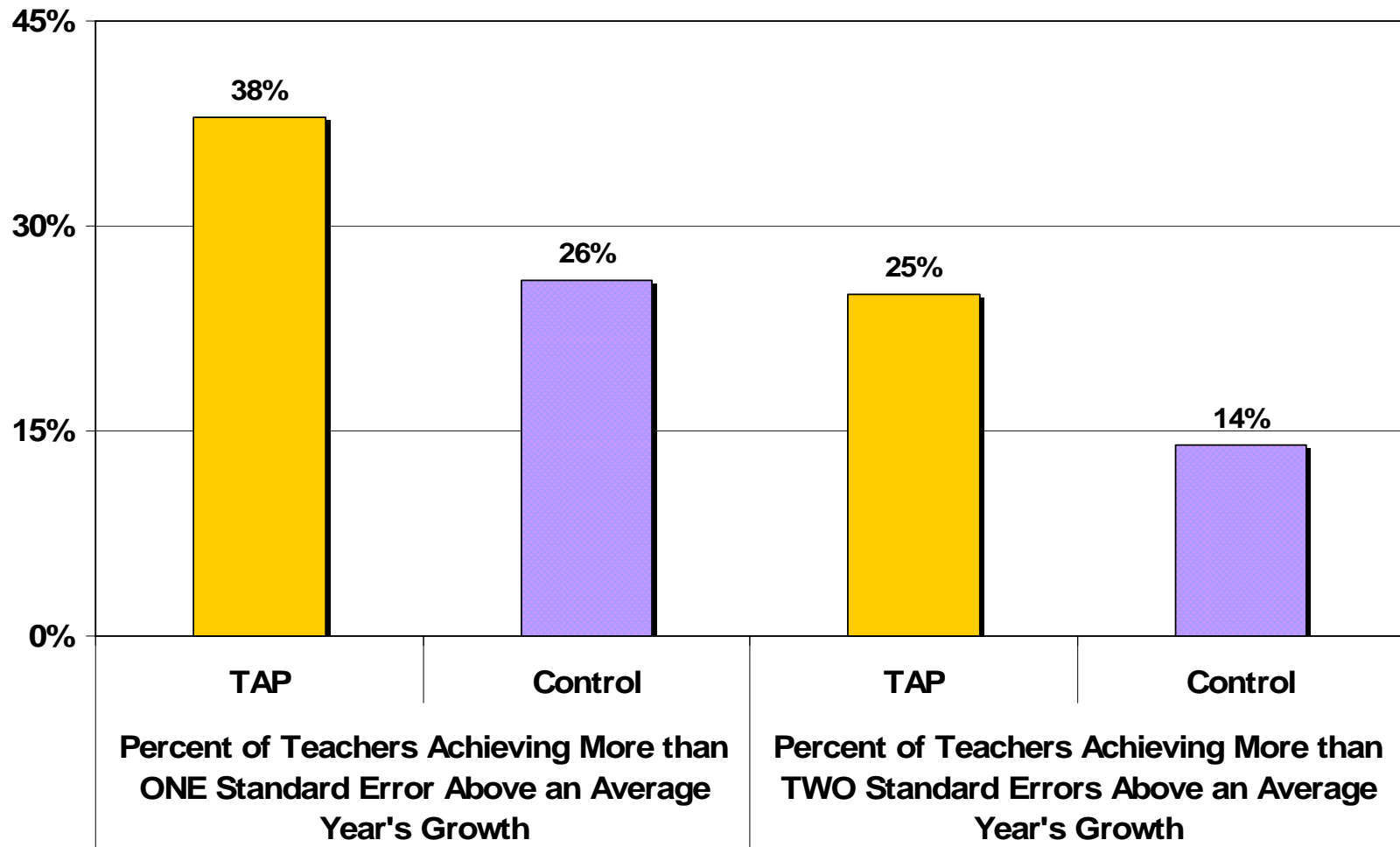


Percent

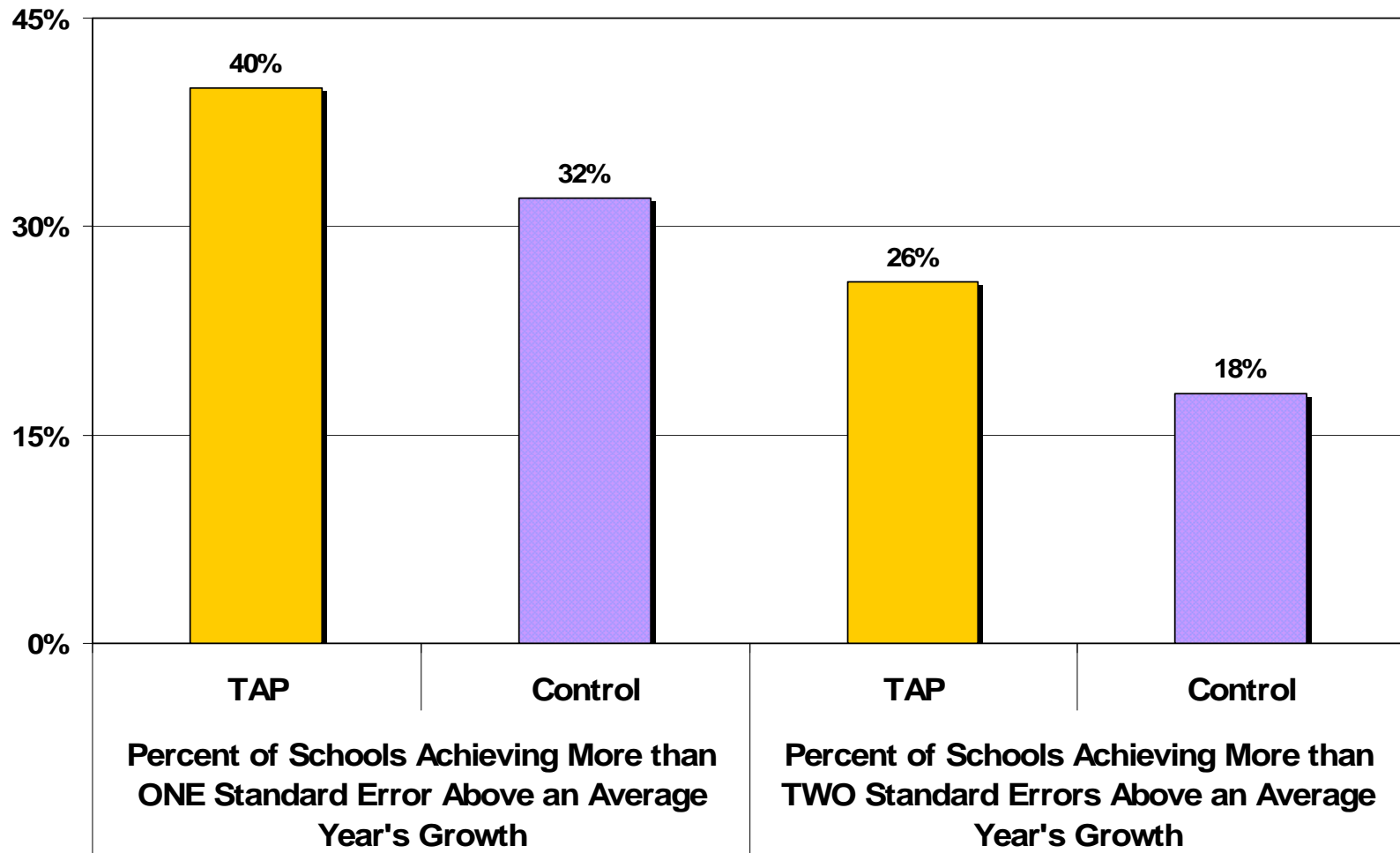
■ Average

■ Support / Strongly Support

Teacher Support for TAP Elements:



National Aggregated School Effect





Case Studies:

Spaulding Elementary School, Darlington County School District

From UNSAT, UNSAT to Below Average, Good after 1 year of TAP. The school also received a value-added score of 5 (the highest in TAP).

Clinton Elementary School, Laurens School District 56

From Below Average to Average with an improvement rating of Good after just one year of TAP. This school was also a Value added '5.'



The Costs of TAP

- Across SC, the cost of implementing TAP ranges from \$200-\$750 per student depending on the level of support needed.
- TAP is not a “cookie-cutter” approach to CSR; it is a vibrant and nimble program capable of adapting to the unique needs of individual schools.



Funding Sources:

- Title I and Title II
- State and other Federal Grants (TIF)
- Private Grants
- Alternative Technical Assistance
- Local appropriations

Timeline of TAP Expansion

Year	2002	2003	2004	2005	2006	2007	2008
Number of schools	4	5	9	12	17	43	50 +
Milestones	Program piloted in Beaufort and Laurens 56	First bonus checks are distributed to teachers	Professional development component refined and rubric created	SC hosts second TAP National Conference and summer training	Principal bonus added Compensation levels increased	Districts given more autonomy to make changes in program implementation	SC creating in-state training materials



Teacher Incentive Programs Under Review

- TEACHouse - Subsidized housing for early career teachers in hard-to-staff areas
- SC Comp - Similar to Denver's ProComp teacher incentive program, but more outcome oriented as opposed to credential oriented.



Questions

Contact Information:

Jason Culbertson

Executive Director, SCTAP

3700 Forest Drive, Suite 320

Columbia, SC 29204

(864)200-0171